

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

NOVEMBER 2022



Quality Child Care

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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	Quality Child Care Pre-School
	Address	247 Powell Smith Road, West Bay, Grand Cayman
	Telephone number	1 (345) 949-2415
	ECCE Centre website	None
	Name of manager	Mrs. Sandra Duncan-Roach
	Name of owner	Mr. Robert Lee Jackson
	Date of this inspection	November 24 - 25, 2022

Students

	Number of students on roll	59
	Age range of the students	18 months to 5 years
	Grades or year groups	As above
	Number of Caymanian students	50
	Number of students with special educational needs	13
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION

Staff



Number of teachers

2



Number of teaching assistants

8



Teacher-student ratio

1:7



Teacher turnover N/A

Curriculum



Main curriculum



Cayman Islands Early Years Curriculum Framework



External tests and assessments





N/A

School inspection overall performance history

Cycle 1 Inspection	September 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	 Satisfactory	▲
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	 Good	▲
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

- Accommodations to support children's gross and fine motor development, sensory development, respect for religion and culture and health were good.
- Leadership has the capacity to continue to make changes which positively impact the quality of provision across the Centre.
- Strong processes and procedures are in place for monitoring teaching and learning.

Recommendations

Further strengthen support and monitoring processes to improve the quality of teaching across the Centre.

Ensure all children are keenly supervised by staff at all times of day, including having clear lines of sight on them during classroom activities.

Ensure that the quality system put in place for support and guidance for children with developmental concerns is effectively implemented.

What has improved since the last inspection?

- Judgements in all areas have improved since the last inspection
- The improvement in Leadership is notable and has had a positive impact on all aspects across the Centre.

OVERALL PERFORMANCE

► Satisfactory





The quality of provision offered by Quality Child Care was judged as satisfactory.

Children's achievement in most aspects of exploration, respect, communication and well-being was judged as satisfactory. Movement, sensory development, technology, respect for culture and religion, creative expression and health 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 which is a marked improvement since the previous inspection.

Teaching was judged as satisfactory as there was a balance between child initiated and teacher led activities and the learning environments were well planned for integrated learning opportunities. Children were enthusiastic learners and participated willingly in a range of activities both indoors and outdoors which contributed to learning being judged as satisfactory. Assessment practices were well developed and benchmarked against international standards and aligned with the Cayman Islands Early Years Curriculum Framework. Although systems were well-developed, teachers needed to ensure effective use of the information, and therefore assessment was judged as satisfactory. The curriculum was judged as satisfactory and was sufficiently balanced and offered a ranged of opportunities to enrich children's learning.

Leadership was judged as good as the Principal had effected significant improvement since the last inspection and demonstrated a commitment and the ability to further raise standards at the Centre. Self-evaluation and improvement planning was judged as satisfactory. Links with parents and the community had proven to enhance children's learning and had helped to raise standards was judged as good. Staffing and the learning environment were judged as satisfactory.

ACHIEVEMENT

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



Exploration

Children's achievement in the key focus area of Exploration was judged as satisfactory. Children took advantage of regular opportunities to develop their gross motor skills; riding pedaled and push toys, climbing ladders, running and throwing balls. Fine motor skills were well developed, with children using tongs and tweezers to transfer objects to different containers, for example. Sensory development was particularly strong at the Centre with all children participating in sensory activities including finding sea creatures in cooled shaving cream, fishing in the frozen "sea" and making their own playdough. They interacted with a variety of plants outdoors that were purposely chosen for their scent and texture. Their descriptive language and critical thinking were also being developed during these experiences as they used phrases to describe what they were experiencing and figured out how to change the textures by adding certain ingredients. Children also tolerated the effects of a variety of movements, including sliding and even rolling over in tires on the playground. Children observed changes in matter such as melting ice, but they needed further development in inquiry-based experiences. Most younger children could count by rote to at least five and older children could match quantity to the numerals. All children developed spatial awareness by fitting puzzles and blocks together. Most children still needed to develop language of comparison, measure and time and make predictions using mathematical language and symbols. All children could manipulate a variety of tools to paint, cut and build objects.

ACHIEVEMENT



Respect

Respect was judged as satisfactory. All children were developing independent skills, and most were displaying an emerging understanding of the limits and boundaries of acceptable behaviour and the ability to take turns and share fairly. Children required consistent support to further develop the skills to manage their own behaviour. The children were well versed in working with community helpers as they interacted with them through the Centre's links with the community. When looking at pictures of a recent visit by the Police to the Centre, one child wondered if the Police could assist them with the monster that lived in their closet. Children cared for plants and pets in their environment and helped to maintain the cleanliness and order of the Centre. Children had strong cultural identity and explored a variety of cultures at their culture days and in art lessons, for example. They sang the National Song regularly and interacted with artefacts and National Symbols of the Cayman Islands. All children participated in daily devotion where they sang songs, listened to and even role-played Bible stories and prayed. Children understood the reverence during prayer time and even made sure adults in the room showed the expected level of respect during prayer.



Communication




Children's verbal and symbolic communication was satisfactory. There were regular opportunities for children to develop their verbal and symbolic communication throughout the day. Older children participated in a variety of role play activities in the home Centres and this promoted their oral language development. Children hung their bags on labelled pins on arrival each morning. Consequently, almost all were beginning to recognise their names in print. While a majority of the teachers supported children's emergent language skills through questioning and meaningful conversations, not all teachers regularly used open-ended questions to support children to extend their ideas and thoughts. Teachers supported children's understanding of ordinal words during activities such as standing in line to wash their hands or to go outside. All children participated in regular opportunities for mark making both in and outdoors. Children traced letters in sand, created shapes and patterns using shaving cream and mixed paints to create different colours. Children participated in songs, shared stories and rhymes and were developing active listening skills. However, a minority did not always listen attentively or respond appropriately to the teacher's instructions. Most children were developing appropriate book handling skills and almost all enjoyed looking at pictures in books. Children were learning to identify letters and to model letter sounds. Older children would benefit from a more systematic approach to the teaching of phonics.



Well-Being

Well-Being was judged as satisfactory. Children were able to identify their healthier snack options during morning snack time and took regular water breaks during outdoor play. Even the youngest children were beginning to communicate their needs and were becoming independent by, for example, feeding themselves. Most children were beginning to display a growing capacity to self-regulate but required further development in this area. While children's behaviour had improved significantly since the previous inspection, they required continued social development; practicing working together peacefully and to cooperate well within groups. When strategies such as Zones of Emotional Regulation were used, children could share they were in the blue zone because the chickens they were caring for had died or that they were in the red zone because they had a bad weekend. Though effective, these strategies required further prompting by teachers for children to improve in the area of self-regulation and socialisation. Children were beginning to apply reflection in their behaviour with others, but now needed to further reflect on their learning experiences.

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. Inspectors observed that classroom environments were well planned with established Centres to promote different aspects of the children's learning. Most activities throughout the day reflected an appropriate balance of teacher-directed and child-initiated activities. Most teachers demonstrated satisfactory understanding of how young children learn and planned a suitable range of multisensory activities to promote children's learning. Where teaching was effective, teachers had high expectations of what children could do and considered their abilities and interests. For example, an imaginatively planned Art lesson maintained the children's engagement as they actively participated in the mixing of colours using a motorized spinning wheel to create their own paintings and made links to their prior learning on wheels and axels. Nonetheless, in a majority of lessons, teachers' planning did not always consider the needs of children with special educational needs and the more able. Consequently, children were not always appropriately supported or challenged in lessons and so did not always make the progress they were capable of. Whilst teachers were developing confidence in managing children's challenging behaviours, they needed to be more consistent in the use of agreed behaviour management strategies to better support children to regulate their behaviour. Teachers did not always prepare children well for activities and this sometimes led to them exhibiting off task behaviours. Most teachers knew their children well and interactions were generally positive and affirming.

TEACHING, LEARNING AND ASSESSMENT



Learning


Children's learning was judged as satisfactory. During the inspection, most of the learning observed was satisfactory and in a minority of lessons learning was judged as good. Most children were enthusiastic learners and clearly enjoyed their learning, particularly outdoors. The wide range of activities and resources promoted choice and autonomy in children's learning. The majority of children worked well with minimal teacher intervention, but a significant minority still required direct teacher support to remain engaged and regulate their behaviour. Practical activities such as using pizza cutters to cut ripe bananas reinforced children's learning of wheels and axles. In better lessons, children demonstrated good problem-solving skills. For example, when making their own playdough, children could deduce whether water or flour was needed to reach the right consistency. Children were able to relate learning to real life situations. For example, children playing in the home living Centre prepared a cake and decorations for a birthday party, naming the family members who would attend and making sure there was enough food for them. Another child dressed as a utility worker and explained that the "electricity needed to be fixed" before the party.



Assessment

Assessment was judged as satisfactory. There were procedures in place to record achievement and monitor progress. Teachers used anecdotal records, checklists, completed baseline assessments upon entry to the Centre and used an online application to record pictorial evidence of achievements against the Cayman Islands Early Years Curriculum Framework's learning outcomes. The Principal had used benchmarks from Birth To Five and aligned these within the CIEYCF's learning outcome strands to ensure children were evaluated using international benchmarks. While children's achievement data was used by the Principal to help drive the work of the Centre, teachers did not always use the wealth of data to sharply plan for all learners. Too often, teachers' records detailed a child's ability to complete an activity and did not assess their developmental skills. The Principal had, however, planned to continue moderation of assessment practices to ensure standardisation and accuracy. Verbal feedback was generally congratulatory in nature and needed to be developed to help children better understand what they did well and how they could improve. Deeper level questioning was evidenced in the better lessons but was still a developing feature across the Centre. Teachers had good knowledge of the children in their care and most staff knew the strengths and needs of individual children.

CURRICULUM



Quality Indicator	Early Years
4 Curriculum	 Satisfactory



Curriculum

The curriculum was judged as satisfactory. The Centre used the Cayman Islands Early Years Curriculum Framework, and staff placed appropriate emphasis upon the four key focus areas from curriculum. Staff used a thematic approach to plan meaningful experiences for children. Additionally, seasonal events were integrated well in the curriculum to provide varied learning experiences for the children. Teachers had weekly planning meetings to plan a range of learning activities for each class. However, aspects of planning required review as there were insufficient planning to meet the needs of the more able children and those with special educational needs. Consequently, in lessons, teachers sometimes created activities to occupy some children instead of actively promoting their learning. Curriculum mapping required strengthening to identify clear progression pathways in children's learning across the groups. Lesson plans also required more details to provide a coherent structure to support children's learning in a sequential manner. Art and music were taught by visiting specialists and effectively enriched the children's curricular experience. Children were also exposed to Spanish through the singing of songs and counting. Swimming class would resume next term for the older children. There were also plans to reintroduce field trips so children can learn from and within the community. The curriculum was enriched through visits by community helpers such as the firemen and police officers. There were effective transitions for children entering or leaving the Centre. Orientation sessions were planned for new children and the older children had the opportunity to visit Reception classes at the nearby primary school.

SAFETY AND SUPPORT

Quality Indicator	Early Years
5.1 Health and safety	 Satisfactory
5.2 Support and guidance	 Satisfactory



Health and safety

Health and safety were judged as satisfactory. There were policies and procedures in place regarding hazard management and child protection, for example. The Centre had all necessary pass certificates from regulatory agencies and the premises were well maintained. While the Centre exceeded requirements for staff/child ratio, proper supervision was too often a problem, especially when children went to the bathroom or in classrooms because staff did not always position themselves to have a clear line of sight of all children. There were regular fire and emergency drills and the staff shared age-appropriate videos with children prior to the first drills to help prepare them and explain how the drills helped to keep them safe. There were regular opportunities for physical activity throughout the day as well as opportunities for rest. The Centre provided a balanced lunch and made recommendations of healthy snack ideas for parents to send from home for their children. Most children could make the choice of the healthier snack during their morning snack time. Staff and volunteers completed child protection training and knew their responsibility to report suspected abuse and neglect. However, none of the staff were aware of the newly appointed Child Protection Officer. Therefore, work was required to raise the visibility of the Child Protection Officer and to ensure staff knew the reporting procedure intimately.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were judged as satisfactory. Staff knew the children well and relationships were warm and nurturing. The Centre had started work towards helping children to better self-regulate using the Zones of Emotional Regulation, self-calming techniques, and calming areas in each classroom. Teachers, however, were inconsistent in the implementation of these strategies and too many opportunities were missed for staff to better support children on the path to self-regulation. The Centre had systems for tracking progress and all staff used these systems consistently. Transitions into the Centre were developed and included opportunities for new children and their parents to spend time together at the Centre prior to entry. Transition visits were arranged for the older children during the last term of the academic year to the neighbouring primary school where most children attended after leaving the Centre. There was a system for flagging developmental concerns and identifying suspected special educational needs. The Centre had a Special Education Policy in place which detailed pathways to support. The newly appointed SENCO knew the policy and expectations well. However, there was a requirement for ongoing professional development for the SENCO to properly utilise the Centre's well-developed systems more effectively. The Principal had recognised this and had planned for the SENCO to attend training at a private service provider in the near future along with continued attendance at training for SENCOs provided by the Early Childhood Care and Education Unit.

LEADERSHIP AND MANAGEMENT

Quality Indicator	Early Years
6.1 Leadership	 Good
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 good. The Principal provided a clear sense of direction and had proven effective in improving key aspects of the work of the Centre. There were clearly defined roles and responsibilities that were outlined in job descriptions. Strong processes had been developed for assessment, identification of SEN, assessment and lesson planning and plans were now being implemented to ensure all staff used these consistently and effectively. The middle leader team had been recently formed, with a new SENCO and Child Protection Officer. These staff members were now being supported through professional development to effectively fulfill their roles. The Principal had the capacity to devise further practical strategies to secure future improvement. Leadership had made relationships with a few schools, including the local primary school where most children transitioned to. The implementation of a number of strong systems and procedures were in the embryonic stage and now required focused support and monitoring to ensure these were effectively applied.

LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. Staff were appropriately involved in the self-evaluation and school improvement planning processes. The self-evaluation process was sufficiently evaluative and clearly written. The School Improvement Plan lacked links to the Self-Evaluation Form which were necessary to provide focused strategies to improve the areas identified for improvement. The Principal monitored the work of the Centre using data and had recently established a robust system of lesson observations, learning walks and peer evaluation which informed performance management and monitored the work of the Centre. Staff attended relevant professional development sessions facilitated by the Early Childhood Care and Education Unit, the Principal and online. There had been good progress made towards addressing the recommendations from the previous report. These changes improved the children's knowledge, skills and understanding in the four areas of learning in the CIEYCF. The regulatory requirements were all met, and the Centre now had a generous staffing complement in all classes. There had been a significant investment in developing the indoor and outdoor learning environments, which were thoughtfully planned and well-resourced to promote children's interest and inspire learning.



Links with parents and the community

Links with parents and the community were judged as good. The Centre had established productive links with parents through regular communication through WhatsApp and the online progress monitoring programme. Most respondents to the parent survey felt that communication between the Centre and parents was effective and timely and that they received regular, comprehensive and accurate information about their child's achievement and progress. In conversations with parents at the Centre, they felt that their children enjoyed attending the Centre and that the staff and Principal were supportive. Children benefitted from regular links with the wider community such as private service providers, community groups, government agencies such as the Early Childhood Care and Education Unit and the Early Intervention Programme and the community helpers such as the Police and nurses. The community group, LIFE, worked with staff to arrange the learning environment, which had a positive impact on the quality of provision at the Centre. The group had also provided free vision and hearing screenings at the Centre for each child. There were also links which supported creative expression and physical development.

LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were satisfactory. Staffing levels were sufficient to deliver the curriculum and to provide adequate supervision of the children, although keen supervision at all times required improvement. All staff were suitably qualified and there were two staff members with teaching licences. Most of the current staff were new. The Centre's enrolment had increased, and a number of additional classes were added to the programme. The premises and facilities were appropriate to deliver the curriculum. The well-planned indoor and outdoor learning environments provided a suitable range of stimulating learning experiences for the children. For example, in keeping with the theme "Ocean Animals", the toddlers used toy fishing rods and nets to catch fish in during water play and were learning to count the number of fish they caught and to describe them. Each classroom had a comfortable reading nook with an appropriate range of developmentally appropriate books. Whilst the Centre had sufficient resources to promote the children's learning, children would benefit from additional ICT resources to promote their early understanding of ICT. The children had regular access to a large natural outdoor space that included areas for riding, climbing, an obstacle course, water play activities, a rabbit hutch and several vegetable gardens. Consequently, children were engaging in a range of activities that provided them with rich, sensory learning experiences.

SURVEY RESULTS

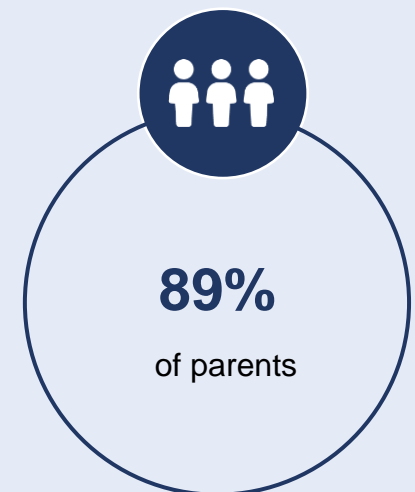
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	38	Staff	9
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Parents

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

Thirty-eight parents responded to the parent survey. The majority of parents were Caymanian and had their child at the Centre for one year or more but less than three years. Most parents felt their child was making good progress in all aspects of early communication/literacy while a majority felt they were making good progress in mathematical and scientific understanding. Almost all respondents felt that the Centre was effective in developing their child’s personal and social skills and that their child was safe and cared for at the Centre, with most parents responding positively that their child is helped to take turns and share fairly. A majority felt that their child was developing a good understanding of the environment and how they can help protect it and that their child was treated fairly at the Centre. Most parents felt that the quality of teaching at the Centre was good and almost all parents felt that their child enjoyed attending the Centre and was inspired to learn. Most parents responded positively that their child was given a wide range of age-appropriate play opportunities each day. The majority of respondents felt that the Centre provided good support to children with special educational needs. Almost all parents felt the Centre was well led. A majority of parents felt that they received good information about the improvement plans developed for the Centre and most felt that communication between the Centre and parents was effective and timely, that the Centre responded appropriately to parental concerns and that they received regular, comprehensive and accurate information about their child’s achievement and progress. The majority of parents felt that the Centre had good links with the wider community and that the Centre had appropriately qualified and suitably skills staff. Most parents agreed that the Centre had good quality resources to support their child’s learning and that they were satisfied with the quality of education provided at the Centre.



Strongly Agree and Agree

3%

Increase since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Almost all staff who responded to the survey agreed that the Centre provided a safe and caring environment for everyone in the Centre community. Most staff felt that the behaviour of most children in the Centre was good. Most agreed that the Centre deals effectively with incidents of poor behaviour. All staff believed that children were treated fairly. Most staff felt that the Centre supported a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. Most staff stated that the Centre provided good support to children with special educational needs. Most felt that the Centre had appropriately qualified and suitably skilled teachers and staff. Most indicated that the Centre had sufficient resources of good quality to support their teaching. Most staff agreed that there were good assessment systems in this Centre. Most staff agreed that they were involved in the process of Centre self-evaluation and improvement planning. Most staff felt that the Centre was well led and that the Centre effectively supported their professional development. Only a majority felt that parent teacher meetings were well attended and helpful and that parents were effectively involved in the work of the Centre. However, most agreed that the Centre enjoyed good links with the community. All staff expressed satisfaction with the Centre's overall provision as all agreed that the Centre provided a good quality education.



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 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.

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