

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

NOVEMBER 2022



Montessori
del Sol

MONTESSORI DEL SOL

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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

	Centre name	Montessori del Sol
	Address	11 Hinds Way, George Town
	Telephone number	1 (345) 949-3222
	Website	http://www.montessoridelsol.com
	Name of manager	Amy Lipton & Nadine Brandson
	Name of owner	Amy and Greg Lipton
	Date of this inspection	November 21 - 22, 2022





Students

	Number of students on roll	55
	Age range of the students	18 months to 5 years
	Grades or year groups	Toddlers & Casa
	Number of Caymanian students	28
	Number of students with special educational needs	7
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	6
	Number of teaching assistants	4
	Teacher-student ratio	Toddlers: 1:5, Casa 1:9
	Teacher turnover	

Curriculum

	Main curriculum	Montessori
	External tests and assessments	NA
	Accreditation	Pending





School inspection overall performance history

Cycle 1 Inspection	October 2019	 Good
Cycle 2 Inspection	November 2022	 Good



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	 Excellent	▶
Respect	 Good	▼
Communication	 Excellent	▶
Well-Being	 Excellent	▶



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	 Good	▶
3.2 Learning	 Good	▼
3.3 Assessment	 Good	▶





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	 Good	▶





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	 Excellent	▶
5.2 Support and guidance	 Good	▶



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	 Good	▶
6.3 Links with parents and the community	 Excellent	▶
6.4 Staffing and the learning environment	 Excellent	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The Preschool had a welcoming, caring ethos and affirming relationships were evident among the staff and children.
- Children’s achievement in aspects of exploration, communication and well-being was excellent.
- The Preschool had a broad and balanced curriculum which was delivered in interesting ways that supported children’s learning about their community and the world.
- The arrangements for health and safety were excellent. The centre had very effective and comprehensive policies and procedures that ensured a safe and secure learning environment for all children and staff.
- Links with the community and parents were effective in enriching the curriculum and enhancing children’s experiences.
- The attractive outdoor learning environment was purposefully structured to provide children with rich sensory and imaginative play opportunities as well as to promote their gross motor development.

Recommendations

Further improve teaching and learning by:

- Structuring more planned opportunities to embed the social and emotional learning strategy to promote children’s resilience and social-emotional development;
- Strengthening the monitoring systems that inform leaders of where teaching needs improving to raise children’s achievement in all aspects of their learning.

Finalise the accreditation process with the International Montessori Council to further strengthen systems for self-evaluation and school improvement.

What has improved since the last inspection?

- The preschool has maintained most of the previous inspection’s judgments. However, children’s learning was now judged as good instead of excellent.



ACHIEVEMENT

► Good

Montessori del Sol was judged as good overall with several areas judged as excellent.

Children's achievement and progress in aspects of exploration, communication and well-being were excellent. Almost all children were developing their fine and gross motor skills above age related expectations. Children confidently made requests and shared their thoughts and ideas with their peers and adults. Additionally, children's understanding of how to make safe and healthy choices was excellent.

Health and safety arrangements were judged as excellent. The preschool had very effective and comprehensive policies and procedures that ensured a safe and secure learning environment for all children and staff. Additionally, the preschool had established highly productive links with parents and the community and these enriched the children's learning experiences. Staffing and the learning environment were also judged as excellent. The preschool's indoor and outdoor learning environments were purposefully structured to provide rich sensory and imaginative play opportunities as well as to promote children's gross motor development. All staff were suitably qualified and staffing levels were above the established guidelines.





The following performance standards were judged as good:

- Children's learning;
- Teaching;
- Assessment;
- Curriculum;
- Support and guidance;
- Leadership, and;
- Self-evaluation and improvement planning.

The quality of children's learning was good. Children were viewed as competent, confident learners and staff encouraged them to be actively involved in their learning. There were consistent and effective assessment practices in place at the preschool and all teachers demonstrated sound knowledge of the Montessori method and how young children learn. The innovative and effective approach to the curriculum provided a combination of pedagogical approaches that offered broad and stimulating learning experiences for the children. Children's personal well-being was a high priority for staff. Consequently, relationships between staff and children were warm and supportive and this created a positive learning environment for the children. The preschool's directors were proactive and reflective and demonstrated commitment to providing a high-quality learning experience for the children. The directors' knowledge of the preschool was accurate and reflected awareness of industry best practices.



ACHIEVEMENT

Quality Indicator	Early Years
Exploration	 Excellent
Respect	 Good
Communication	 Excellent
Well-being	 Excellent



Exploration

Exploration was excellent. Almost all children were developing their fine and gross motor skills above age related expectations. All children demonstrated their fine motor skills by skilfully using manipulatives as well pouring, scooping, building towers and fitting puzzle maps. Children fully utilised the extensive facilities particularly the outdoor setting engaging in diverse movement opportunities such as climbing, swinging, jumping, and balancing. Children had access to various riding toys as well as a toy excavator that they used to dig and move sand for simulated construction projects. Children could use their senses to explore the world around them. Nature walks in the garden promoted the sights and sounds of the wind in the trees, a passing aircraft overhead and the PEACE activity promoted being quiet and listening carefully. Children could identify hot and cold and used tools to dig out objects frozen in ice. They went barefoot and were able to identify the feeling of different surfaces such as rugs, stone, grass, and sand. Mathematics was integrated in the Centre activities supported by specific Montessori activities like working with binomial cubes. Children demonstrated age-appropriate use of numerous tools like chalk, crayons, scissors, paints, and brushes. The stimulating outdoor space resulted in children dressing up as chefs and pretending to run a restaurant using cups to pour and measure quantities. They also used scales to measure and used vocabulary such as heavy and light. Children could explain that big rocks are heavier than smaller rocks. Older children could suggest that not all vehicles are on the ground and that planes are in the air and boats on water. A new Lady Bug programme that had been added to the Centre's resources introduced children to the world of coding.



ACHIEVEMENT



Respect

Respect was judged as good. All children were developing good levels of independence as they chose materials and resources for activities throughout the day. In the Casa class, almost all children took part in tidy-up routines as they put away the activities they had completed and rolled up their mats. Most children were developing personal and social skills; however, a minority were not able to demonstrate an age-appropriate understanding of the limits and boundaries of acceptable behaviour. This resulted in these children requiring further development in social skills such as turn taking and sharing. Almost all children demonstrated understanding of caring for the environment, with children watering seeds and describing how water benefited plants as they grew. All children engaged in activities which helped them develop familiarity with past Caymanian traditions and they interacted with local artefacts such as the calabash during daily play activities. Older children knew the words to the Cayman National Song and could identify the Coat of Arms and the Cayman Flag. The Casa class had learned what each component of the Coat of Arms represented. All children learned about a variety of cultures as they celebrated religious and cultural events from other countries. Children sang Grace before meals and learned about various religious observances such as Diwali. Photographs of children and their families displayed throughout the centre successfully supported children's sense of identity and belonging.



Communication

Communication was judged as excellent. Children confidently made requests and shared their thoughts and ideas with their peers and adults. Most children were happy to participate in conversations about their learning and about the things they were interested in. One child shared information about a toy dinosaur, saying that it was a meat eater and had eaten meat and rice for breakfast. Staff used a range of effective strategies to foster children's emergent language skills. In the outdoor learning environment, children were encouraged to talk about their activities and staff provided feedback that extended the children's vocabulary. Children practiced their emergent writing skills both indoors and outdoors where they regularly used chalkboards and paintbrushes. Older children were able to write words and sentences. Children expressed themselves creatively, including making collages, painting a picture of a Cayman Parrot with coloured ice, and making objects with clay and playdough. Children made sense of their world through role play, with children making and serving 'food' in the kitchen outdoors and gathering in a safe space while a pretend thunderstorm passed over. Few children had difficulty demonstrating behaviours which indicated active listening, and this was therefore an area that required further development. Children used musical instruments in rhythmic patterns when joining in with songs. Throughout the centre,



ACHIEVEMENT




children gravitated to the book centres and displayed good book handling skills as they gained familiarity with a diverse selection of books. Older children were able to identify letter sounds and were beginning to read.

Well-Being

Well-being was judged as excellent. Children's understanding of how to make safe and healthy choices was excellent. The daily routines ensured children were developing independence in managing their bodily needs. For example, hand washing sinks were child-sized so children could access them independently and all children washed their hands frequently throughout the day. Staff positively encouraged the children's self-care skills and healthy eating. Most parents provided healthy, well-balanced lunches and snacks for the children. Children were learning to dispose of their garbage independently and to pack away their lunch bags after eating. Children arrived easily and happily at the start of the day. Most children were learning to play safely and to avoid getting in one another's way. They were supported by the staff's gentle reminders to be kind and thoughtful. In the Casa class when a child helped another to pick up toys, the teacher remarked, "that's so kind of you to help". Most children demonstrated pro-social skills and played cooperatively. Most children were beginning to understand the rules and boundaries of acceptable behaviour. However, a minority required support to develop their capacity for self-regulation. Whilst staff calmly supported children to discuss with their friends how they were feeling and helped them to share with each other, children would benefit from more planned opportunities to listen to and acknowledge the feelings and opinions of others.



TEACHING, LEARNING AND ASSESSMENT

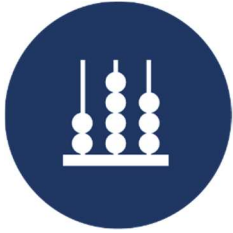
Quality Indicator	Early Years
3.1 Teaching	 Good
3.2 Learning	 Good
3.3 Assessment	 Good



Teaching

Teaching was judged as good. All teachers demonstrated sound knowledge of the Montessori method and could use Montessori materials to support children's learning and development. The learning environment was well prepared and stimulating, with resources deployed effectively to promote children's learning. A wide variety of material was available across the indoor and outdoor learning environments which stimulated children's interest, exploration, and curiosity. All teachers supported children to be active participants in their learning as they worked individually with them introducing new materials and skills. There was an appropriate balance of activities, with group time, outdoor play, and individual, independent work for all children. The work of the centre supported children to seek knowledge and give new skills a try. Teachers used a variety of strategies and approaches to promote children's learning. They encouraged children to stay on task and asked questions to extend their thinking during circle time and pretend play activities. However, teachers' strategies and planning did not always match the needs of individual learners. This sometimes led to a minority of children exhibiting off-task behaviour during activities. Teachers' classroom management strategies required improvement, ensuring they set high expectations for children in areas such as active listening and social behaviour. Teachers' interactions with children were generally warm and supportive.

TEACHING, LEARNING AND ASSESSMENT



Learning

The quality of children's learning was good. Children were viewed as competent, confident learners and staff encouraged them to be actively involved in their learning. This was evident in the use of a suitable range of Montessori materials and the work freely chosen by children throughout the day. Whilst most children demonstrated positive learning dispositions, a few children did not always concentrate well on tasks and needed to reflect more upon their learning and behaviour. Learning was effective when children engaged with interesting and purposeful resources which supported their engagement. Most children understood what they were better at and could choose things they preferred. Children made links from their learning to the real world. For instance, they could link the healthy food in their lunch boxes to keeping fit and well. Older children could associate the countries on the puzzle map with places where their friends and class mates lived. Children were curious about how things happened and why things worked. They regularly engaged in self-directed activity and were inquisitive about the world around them, often spontaneously finding interest in a bird or aircraft that sparked their interest. Children worked with their peers and individually to solve problems like two children taking a large ball to the top of a slide or a class counting the number of lizards spotted in garden. Children used opportunities to practice activities and to share experiences to work out different ways to accomplish a goal, although critical thinking and resilience needed further development. Children were encouraged to experiment and explore their environment and to use their developing skills to manipulate a range of resources and materials.



Assessment

Assessment was judged as good. There were consistent and effective assessment practices in place at the centre. Staff made anecdotal notes and entered information on the online Transparent Classroom application, ensuring children's progress was monitored. Staff also used pictorial evidence to document children's achievements. Children were given a baseline assessment soon after the settling in period at the centre and ongoing progress monitoring provided evidence of children's learning that was shared at Parent teacher meetings. These meetings were scheduled four times during the year and the formal reporting was held twice during the year. Leaders at the school collated data and analysed the information using a manual spreadsheet but had realised the limitation of the current programme and were in the process of trialing a new assessment system. Children's learning outcomes were benchmarked using both Montessori benchmarks and those of Development Matters. Children evaluated their own work as they performed tasks throughout the day and progressed towards mastery of skills. Teachers provided guidance and feedback to children as they worked with them individually on skills and material. Assessment outcomes required more comprehensive analysis to effectively evaluate the curriculum and teaching practices.

CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Curriculum

The curriculum was judged as good. The Montessori curriculum was fully mapped to the requirements of the Cayman Islands Early Years Curriculum Framework. An innovative and effective approach to the curriculum provided a combination of pedagogical approaches that offered broad and stimulating learning experiences for the children. Additional programmes such as the social and emotional learning strategy supported children's social emotional development, although this was not always consistently applied across the centre. Staff also used a thematic approach for curriculum delivery. The integration of Spanish supported by bilingual staff was a key strength of the curriculum. A majority of children were demonstrating fluency in Spanish and English. Additionally, the curriculum afforded regular creative, physical and practical experiences for children to progress their learning with the spacious well-resourced outdoor spaces utilised by all children. Children could select from a range of activities during the day thus personalising much of their learning. The curriculum had been reviewed with adaptations made, although there needed to be more rigorous monitoring of the new additions to ensure they were working as planned. There was the need to improve curriculum planning to make promote a more cohesive approach to delivering all aspects of the curriculum thereby ensuring a seamless delivery both indoors and outdoors. The curriculum was further enriched by an after-school program that offered clubs like 'Music and Movement' each day. Transition arrangements into and from the centre were managed effectively. New children were welcomed with a phased gradual entry with positive links to the home ensuring a smooth transition into the centre. As a result, children and parents were well prepared to come to the centre for the first time and for the next stage of their education. The centre worked closely with the community to enhance children's learning experience. For example, children collected cereal for the Foodbank and trips to the National Gallery and visits from the Blue Iguana served to extend children's learning beyond the centre.



SAFETY AND SUPPORT

Quality Indicator	Early Years
5.1 Health and safety	 Excellent
5.2 Support and guidance	 Good



Health and safety

The arrangements for health and safety were excellent. The centre had very effective and comprehensive policies and procedures that ensured a safe and welcoming learning environment for all children and staff. Record keeping was thorough, and the buildings and grounds were maintained to a very high standard. All regulatory requirements were met. A new fulltime cleaner was onsite during the day ensuring a high standard of hygiene was maintained through the day. Staggered entry and exit arrangements were secure and closely monitored. All latches and sockets were appropriately childproofed. Furthermore, all parents surveyed indicated that the centre was a safe place for their children to learn. Healthy lifestyles were well promoted in the school. For example, 'Fruit on Fridays' was used to introduce children to new tastes and to further promote their understanding of healthy lifestyles. The centre also provided regular professional nutritional support to parents through the services of a nutritionist. This promoted good partnerships between home and school and ensured that parents packed a variety of healthy snacks and lunches for the children. The extensive outdoor resources and appropriate timetabling ensured children were physically active through the day. Effective nap time routines were also in place. Child protection arrangements were robust, and all staff knew the centre's child protection officers and reporting procedures.



SAFETY AND SUPPORT







Support and guidance

Support and guidance were judged as good. Children's personal well-being was a high priority for staff. Relationships between staff and children were warm and supportive and this created a positive learning environment for the children. Staff gave individual support and advice to children as they introduced new tasks and skills to them throughout the learning environment. There were well-developed systems for tracking progress, although this information required better analysis to evaluate teaching practices. There were consistent and effective systems for communicating children's progress to parents through written reports and informally. Transition arrangements were well developed, with new children and their parents having multiple opportunities to become familiar with the centre and staff. Transitions within the centre were supported by information sharing between staff, observations, and moving-up days. Older children moving on to the next stage of their education were also well supported. Arrangements for children with special educational needs were thorough and robust, with a SENCo who was qualified and experienced in special education ensuring that documentation was thorough and effective. Learning support plans were detailed, effective and reviewed at least five times per year. The centre had good relationships with private service providers. Consistent behaviour management strategies and more effective use of social-emotional programmes and techniques were required to further support children's social-emotional development.



LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was judged as good. The directors and staff were proactive and reflective and demonstrated commitment to providing a high-quality learning experience for the children. Managers and staff placed a strong focus upon the promotion of high standards and had a clear vision for the work of the preschool. The directors continually strived to create a culture of trust, collegiality, and shared responsibility for the children and the preschool. The directors were also committed to ongoing professional development of staff. Consequently, select staff had attended Montessori conferences overseas and senior leaders had provided a scholarship to a Caymanian Assistant Teacher to pursue Montessori qualification. Meaningful distributed leadership was evident with Heads of Casa and Toddler programmes in place and the recent appointment of an Education Coordinator. Leaders had also availed themselves of mentoring and external advisory support. Consequently, they had retained a consultant from the Montessori Foundation to provide ongoing educational consultation and assistance to the school in developing, planning, and organising its educational programmes and general operations. The consultant also supported staff ongoing professional development on-site and by remote video meetings. Weekly meetings were held and documented and reflected discussion on the curriculum and assessment practices. Parents made highly positive comments in the online survey about the Centre’s effective leadership and the nurturing care provided by the staff.





Self-evaluation and improvement planning

Self-evaluation and school improvement planning were judged as good. The directors demonstrated commitment to reflection on practice and to setting targets for improvement through consultative self-evaluation and school improvement planning processes. The directors' knowledge of the preschool was accurate and reflected awareness of industry best practices. The goals in the school development plan were appropriately linked to the self-evaluation. Notwithstanding, the self-evaluation was more descriptive rather than evaluative of the impact of initiatives to promote children's learning. In addition to evaluations made through learning walks, general feedback and casual observations, school leaders conducted formal teacher evaluations at key points during the school year. Notwithstanding, given the relative newness of the staff, arrangements to monitor the quality of teaching needed to be more robust and fully aligned to the OES Inspection Framework. School leaders also regularly polled the views of parents to evaluate and improve their practice. Almost all the recommendations from the previous inspection were satisfactorily addressed, with the plans for accreditation well advanced. The directors advised that Montessori del Sol's application for candidacy to become accredited with the International Montessori Council had been approved.



Links with parents and the community

Links with parents and the wider community were judged as excellent. The centre had well-established procedures for communicating with parents. Parents were extremely positive when referring to the centre and its leadership agreeing that information was regular, comprehensive and accurate. All parents surveyed indicated that they received good information regarding the centre's development plans. Regular, highly detailed information was exchanged between parents and the Centre that ensured parents were kept fully informed about their child's progress. New parents were given early reassurance through a child profile that was followed by baseline assessment information and regular termly reports. A regular newsletter and bulletin board supported productive class teacher/parent relationships that helped to raise standards. For instance, a parent volunteer who was a trained literacy teacher supported children in CASA class. The centre had established strong links with the community that positively impacted children's learning, like the half-termly charitable work with the Cayman Food Bank, the opening up of the centre to other pre-schools to exchange educational ideas and being the first early-years centre to join the National Trust 'Heritage Heroes' programme. The latter saw the centre directly liaise with the National Trust designing age-appropriate cultural and classroom experiences for children. Throughout the year, several opportunities were provided to bring together the children, their families and the staff.



LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were judged as excellent. Staffing ratios were above the established guidelines. Staff were highly qualified and experienced and were deployed appropriately to meet the needs of the children. Two staff members had specialism in special education and child psychology respectively. Due to an increase in the number of Toddler classes as well staff turnover, most of the current staff was new. Job descriptions were in place for all categories of staff. The Centre's classrooms were spacious, inviting and well laid out with a variety of areas such as book nooks and cozy tents to support children's independent and social play. Children had access to a suitable range of Montessori materials and open-ended resources to meet their developmental needs and to support their learning. The attractive outdoor learning environment was purposefully structured to provide rich sensory and imaginative play opportunities as well as to promote children's gross motor development. Children had regular access to several wheeled and riding toys, a water pump, music wall, kitchen, mark making areas, climbing apparatus and swings. There was also an incline for the toddlers to climb up or roll down. Resources such as water and sand provided children with a wide range of open-ended play opportunities which effectively promoted their curiosity and exploration. The recently introduced peace garden provided children with a dedicated space for quiet time or reflection. The children had planted vegetables in grow boxes and were developing age-appropriate awareness of the reciprocal relationship between the environment and themselves.



SURVEY RESULTS

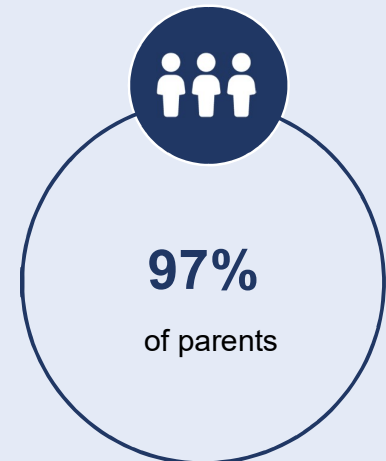
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	39	Staff	15
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Parents

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

Thirty-nine 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 all aspects of early communication/literacy (including listening, speaking, early reading and writing). Most felt children were making good progress in their early mathematics and scientific understanding. Almost all of the parents surveyed reported receiving regular information about their child’s achievement and progress that was comprehensive and accurate. Almost all thought parent meetings were helpful, regular and all reported communication was effective. All parents agreed that the centre was effective in developing their child’s personal and social skills and that the quality of teaching was good. However, only a majority of those surveyed indicated the centre provided good support to children with special educational needs. Almost all indicated their child received a wide range of age-appropriate play opportunities each day and all respondents indicated that their child was inspired to learn. Most parents agreed that there are regular visits and visitors to the early years centre which enhanced learning. All thought children were safe, enjoyed coming to the centre and were treated fairly. Most believed their child was developing a good understanding of the environment and how they can help to protect it. All parents surveyed agreed that the centre was well led and almost all indicated the centre responded appropriately to their concerns. Most agreed that the centre provided regular and helpful reports. Almost all were satisfied with the staff’s qualifications and centre resources. Almost all written comments by parents were highly positive and supportive.



Strongly Agree and Agree

-3%

Decrease since the last inspection

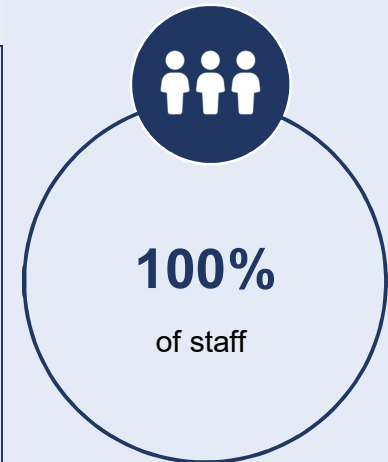


SURVEY RESULTS

Staff

Survey: This preschool provides a good quality of education.

More staff completed this online survey than for the previous inspection in 2019. Majority of the staff had worked at the early years centre for one year or less. The responses to the survey were overwhelmingly positive. All staff felt that the behaviour of most children in the centre was good. Similarly, all staff agreed that children were taught conflict resolution skills using books, drama, storytelling and other developmentally appropriate methods. All staff expressed that there were good assessment systems in the centre and that the centre provided a safe and caring learning environment. All also agreed that the centre offered good opportunities for children's exploration, choice and independent learning. There were all positive responses to survey questions concerning healthy lifestyles, children being treated fairly at the school and the centre dealing effectively with poor behaviour. All staff agreed that the centre provided good support for children with special educational needs and that they were aware of how to report suspected cases of abuse. All staff felt the school was well led and that they were involved in the process of self-evaluation and improvement planning. All staff agreed that the school supported their continuing professional development. All respondents believed that Parent teacher meetings were well attended and that parents were involved in the work of the centre. Almost all staff expressed that the centre enjoyed good links with the wider community. All respondents indicated that the centre had adequate, appropriately qualified and suitably skilled teachers and staff. Likewise, all staff agreed that there were sufficient resources of good quality to support their work with the children. All staff felt that the early years centre provided a good quality of education.



Strongly Agree and Agree

0%

Unchanged since the last inspection

WHAT HAPPENS NEXT?

The preschool 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 preschool.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As Montessori del Sol is judged to be providing a **good** 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

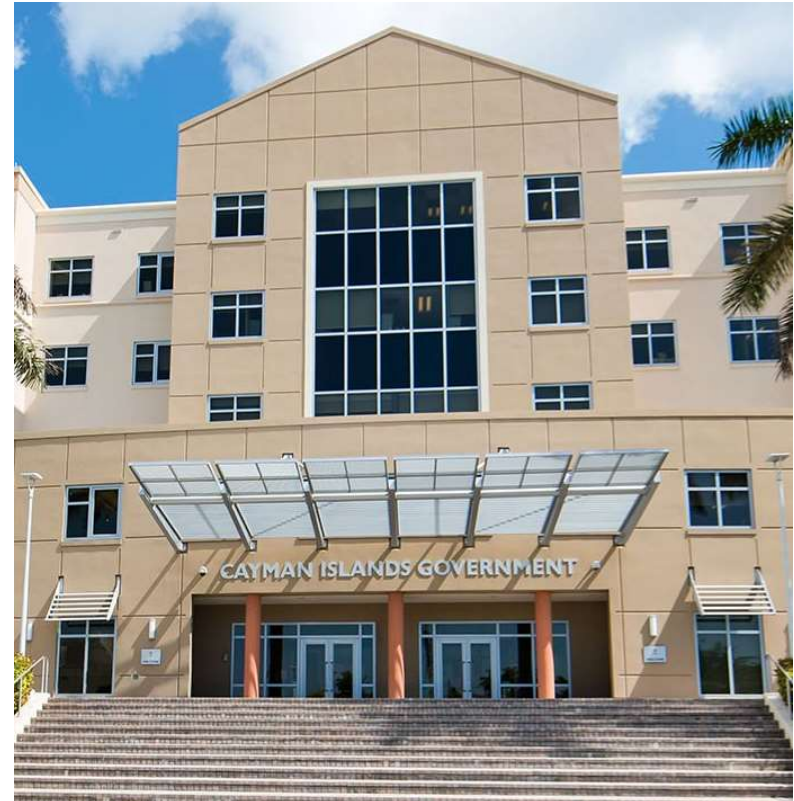
You can contact us using the following e-mail address.

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.

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