

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

MARCH 2023



SHINING STARS CHILDCARE & EDUCATION CENTRE

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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	Shining Stars Childhood Care and Education Centre
	Address	Pasadora Place, Smith Road, George Town Grand Cayman
	Telephone number	1 (345) 943-7077
	ECCE centre website	www.shiningstarscayman.com
	Name of manager	Robert Stuart
	Name of owner	Ms. Lorraine Bobb
	Date of this inspection	March 6 - 7, 2023

Students



	Number of students on roll	73
	Age range of the students	1 year to 4 years
	Grades or year groups	As above
	Number of Caymanian students	39
	Number of students with special educational needs	3
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION



Staff

	Number of teachers	3
	Number of teaching assistants	10
	Teacher-student ratio	1 to 6
	Teacher turnover	10%

Curriculum





	Main curriculum	Cayman Islands Early Years Curriculum
	External tests and assessments	N/A

School inspection overall performance history

Cycle 1 Inspection	January 2020	 Satisfactory
Cycle 2 Inspection	March 2023	 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	 Good	▲
Respect	 Satisfactory	▶
Communication	 Good	▲
Well-Being	 Good	▲


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	 Good	▲
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

- Children's achievement in most areas of learning was good. In particular, their early literacy and numeracy skills were supported well.
- Almost all children had a positive sense of self as they experienced a very welcoming environment and had established very positive relationships with the adults working with them.
- Leaders and staff demonstrated exemplary commitment to children's health and well-being.
- The Centre had established productive links with parents and the community and these effectively enriched and broadened the children's learning experiences.

Recommendations

To further support children's progress and development, leaders should:

- Monitor the quality of teaching with rigour to ensure greater consistency in good or better teaching across the Centre;
- Further develop and streamline assessment systems and procedures and ensure all staff use assessment information to plan appropriately to meet the needs of all children, including those with special educational needs;
- Review the curriculum to embed environmental awareness and early scientific understanding in the daily programme.

Improve self-evaluation and school improvement planning documents to ensure they are highly accurate and lead to well-paced change and consistency in children's learning experiences.

What has improved since the last inspection?

- Children's achievement in aspects of Exploration, Communication, and Well-being was judged as good.
- Learning, and Health and Safety were also now judged as good.



OVERALL PERFORMANCE

► Satisfactory

The overall performance of Shining Stars Childhood Care and Education Centre was judged as satisfactory. Of note, the Centre had made notable improvements in key aspects of provision since the last inspection in 2020.





Shining Stars Childhood Care and Education Centre received good judgements for:

- Children's achievement and progress in aspects of exploration, communication and well-being;
- Learning. Almost all children were interested and engaged in what they were learning about and were able to work independently for short periods.
- Health and Safety. Leaders and staff placed a suitable emphasis upon children's health, and well-being.
- Links with Parents and the Community. The Centre utilised a variety of effective communication strategies to consult with and to share information with parents on the work of the Centre. Parents were fully involved in the work of the Centre.

Shining Stars Childhood Care and Education Centre received satisfactory judgements for:

- Teaching. There was a positive climate in the Centre which facilitated children's learning through the context of play. Almost all teachers knew their children well and planned engaging activities. Although there was some variability in the quality of teaching, most were adept at engaging the children in their learning and getting them to try new activities.
- Assessment
- Curriculum
- Support and Guidance
- Leadership
- Self-evaluation and School Improvement Planning.
- Staffing and the Learning Environment.

ACHIEVEMENT

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



Exploration

Exploration was judged as good. Children participated in an appropriate range of activities to support their physical development. As a result, most demonstrated age-appropriate gross motor skills and gained increasing control over their bodies. Children were developing fine motor skills and hand eye co-ordination through bead threading, playdough modelling and tearing and cutting activities. Children's sensory exploration was promoted through activities such as hand painting, and using glue and feathers to make bird collages. Most children were developing observational skills and making sense of the world around them. For example, older children had identified a bird's nest in the outdoors. However, there was the need to for children to participate regularly in activities to develop their curiosity and confidence in early scientific inquiry. Early mathematical learning was well embedded in playful and meaningful contexts. Older children knew ordinal numbers and number bonds up to ten and were able to create patterns with beads. Toddlers developed spatial awareness through building block activities. Staff also planned cross-curricular opportunities to develop mathematical understanding such as counting activities during story time in devotions. Children manipulated a variety of learning materials and tools such as paint, play dough, brushes, scissors. Teachers had access to I-Pads, which were used to capture the children's learning experiences. However, their use was limited to staff and other information technology to support learning was limited.



ACHIEVEMENT



Respect

Respect was judged as satisfactory. Children were developing their sense of self and age-appropriate understanding of their rights and responsibilities were good. All children experienced a very welcoming environment and had established very positive relationships with the adults working with them. Children's achievements were celebrated through displays of the children's work and 'student of the week' photographs. Most children interacted well with their peers showing empathy and care for each other's needs. Almost all children displayed an understanding of the importance of following rules and routines; this was especially noticeable at mealtimes with almost all children remaining seated while eating and drinking. Most children demonstrated awareness of taking care of their environment. They placed their rubbish in the bin when they have finished eating and they tidied up at the end of the activities. In some classes, cardboard boxes were reused and repurposed for classroom activities. Notwithstanding, the children's understanding of daily recycling and how the environment provides for them required further development. Children's understanding of others, including community helpers was satisfactory. The programme provided suitable opportunities for children to understand the contribution of various community helpers through planned visits to the Centre. Children and their parents took part in an annual cultural parade to celebrate different nations and cultures. All children demonstrated respect for religion. They said grace before meals and took part in a daily devotion with most children enjoying singing religious songs and playing musical instruments as an accompaniment. There was scope to develop children's age-appropriate awareness of other religions and religious festivals.



Communication

Communication was judged as good. Most of the older children were confident communicators who asked and responded to questions appropriately. There were regular opportunities for all children to practice their developing writing skills. Younger children made marks with chunky crayons and chalks. Older children were learning to form letters properly and most could write simple sentences. Children listened attentively during shared stories at devotion and nap time. Most responded appropriately to questions and could recall simple details from stories. Most children were developing phonological awareness as staff introduced concepts of letters through modelling and shared work. A few of the children in the Kimba class were able to read. The children had regular opportunities to express themselves through art, socio-dramatic play, singing and music. For example, the children in large Nemo group dressed up in props and costumes and went for a 'ride on the train with their pets.' Some teachers imaginatively repurposed materials such

ACHIEVEMENT



as cardboard, foam and paper to make bird nests, eggs, train and train tracks. As a consequence, children were developing language and social skills as they acted out different scenarios. There were also pictures and videos of the children dressed up in costumes and singing using Karaoke machines. On the day of the inspection, the children in Curious George class, as part of their themed activity, pretended to be birds using colourful strips of bunting as wings. Children regularly interacted with books throughout the day and most demonstrated good book handling skills.

Well-Being

Well-being was judged as good. Most children actively demonstrated a growing independence during their routines such as on arrival, handwashing and with their shoe changing. Most older children were able to use the bathroom with limited assistance and could communicate how they were feeling with ease, asking for help and guidance only when needed. Younger children responded well to the soothing lullaby music and the dimming of the lights during the afternoon nap time. Almost all children enjoyed the active music time and the opportunity to play outside. However, staff could better capitalise on the opportunity at mealtimes to explicitly teach the children about healthy meals and snacks. The children's emotional development was good. In most classes, warm, caring relationships were evident between adults and the children and most children accepted guidance and praise with ease. Children were developing personal and social skills which allowed them to respond appropriately to different situations. Most children are comfortable with some change and any frustrations were generally short-lived. Staff often resolved conflicts with frequent reminders of the rules, so all children were able to play alongside, and sometimes with each other, well. Most children were aware of others' actions and behaviours, and were able to reflect well, changing their behaviour accordingly. Most showed perseverance when faced with unexpected challenges, though more reflection of the learning using good questioning techniques should be encouraged.



TEACHING, LEARNING AND ASSESSMENT

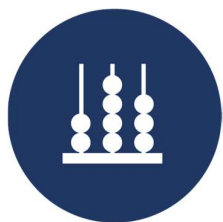
Quality Indicator	Early Years
3.1 Teaching	 Satisfactory
3.2 Learning	 Good
3.3 Assessment	 Satisfactory



Teaching

The quality of teaching was judged satisfactory as most of the observed lessons were satisfactory or better. There was a positive climate in the Centre which facilitated children's learning through the context of play. Most staff demonstrated sufficient knowledge of the individual children to build on children's prior knowledge through purposeful questioning and timely interactions. Teachers' planning was satisfactory, though only a few teachers considered individual children's needs and planned their lessons accordingly. Consequently, the impact, pace and challenge varied between lessons, with a minority of children sometimes losing interest in the activities. There was some variety of activities for the children to engage with, especially in the phonics and numeracy sessions and there was evidence of the use of technology, though this impact was limited due to small screen size. Teachers' questioning often checked understanding and learning, though the questions were less open ended so did not encourage longer answers or did not require too much critical thinking. The team teaching observed in all classes worked effectively and the learning environments were generally well organised and managed.

TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as good. Almost all children were interested and engaged in what they were learning about and were able to work independently for short periods of time. For example, the children in Nemo enjoyed learning about the unique characteristics of animals' bodies and used different materials such as feathers, fur and sparkly materials to decorate and paint their pictures. There was a strong emphasis upon learning about the Cayman Islands' culture and heritage in all groups. In all rooms, the resources were readily available and within easy reach of the children which piqued their interest and encouraged them to use their fine motor skills to manipulate a range of different resources and materials. Most older children could easily explain what they were doing during activities. In the Kimba group, the work was appropriately differentiated to suit the different needs of the children with some children using their creativity and imagination to create buildings using playdough, whilst others completed a matching and colouring activity or wrote sentences. Almost all children were able to learn alongside each other in small groups. A few older children worked collaboratively together using critical thinking and problem-solving skills to come up with predictions and solutions. In all groups, almost all children were inquisitive and keen to find things out for themselves, with a majority of the older children being able to make links to previous learning along with real world connections.

TEACHING, LEARNING AND ASSESSMENT



Assessment

Assessment arrangements were judged to be satisfactory. Assessment information was shared with parents at parents' meetings and through termly reports. There was evidence of previous annual records which demonstrated progress in learning. In addition, staff kept anecdotal notes about the children's achievement in relation to expected developmental milestones. However, these were not always used to help inform staff planning and ensure that activities met all children's needs. Portfolios of children's work were maintained by staff and included a sufficient breadth of information reflecting children's achievement across the four areas of the curriculum. Staff conducted baseline assessments for children on entry and leaders had developed a suitable range of assessment tools. However, these required review as the systems for recording information about children's knowledge, skills and attitudes lacked coherence. In addition to termly reports, parents received weekly and monthly behaviour reports which outlined the attitudes and dispositions which children were demonstrating. Assessment information was not used systematically to plan next steps in learning and so did not always cater for the needs of individuals or groups of children. Although those children in the oldest group who were judged to be functioning above age-related expectations were sometimes given more challenging work.

CURRICULUM

Quality Indicator	Early Years
4 Curriculum	 Satisfactory





Curriculum

The curriculum was judged to be satisfactory. It was sufficiently broad and balanced as it incorporated the four focus areas of the Cayman Islands Early Years Curriculum. There was suitable balance of teacher-led and child-initiated activities. The thematic topics were reviewed monthly and there was an annual review of the whole curriculum to inform future learning. Although more formal documentation to evidence these reviews and to show a responsive curriculum was needed. Whilst there was some evidence of healthy lifestyles in the curriculum, there was scope to explicitly teach the children about healthy lifestyle choices, particularly at mealtimes. Moreover, opportunities to learn about protecting the environment through the overt use of recycling bins in each classroom for both plastic and paper and teaching the children the necessity of reusing could be incorporated on a daily basis into the center's routine. For example, one child in the Curious George 3 room took the initiative to save her bottle top so it could be reused with the other plastic toys, and this excellent example could be further modelled and encouraged. The weekly planning showed curriculum progression, with all classes following the same monthly theme. There was also evidence of some cross curricular links, particularly for literacy and numeracy. Further embedding of scientific exploration was an area for development. Cross curricular links and outdoor activities could be further exploited to build on this. There were planned opportunities for the children to learn about the wider community. For example, the children had recently visited the local garden centre to learn about plants, although the centre's grow box was not yet in use. There were also planned visits to a local primary school so children could experience firsthand what it was like before starting the primary phase of their learning. The children were taught about the Cayman heritage and culture through special events organised throughout the year. Additionally, the older children were learning the Cayman Island's National Song. Regular visitors to the Centre, including parents who were professionals, effectively enhanced children's learning experiences and connections with the wider community.



SAFETY AND SUPPORT

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



Health and safety

Health and safety arrangements were judged to be good. The premises were clean and orderly, with all the necessary certificates in place. Also, the premises were secure and monitored by cameras. The compliance issue related to space ratios highlighted in the previous inspection report had been satisfactorily addressed with the utilisation of additional classrooms. Additionally, leaders had installed floor to ceiling partitions to fully enclose classrooms so the issue of noise level was also addressed. Fire drills were undertaken regularly and records kept. In addition, frequent maintenance checks were conducted and duly recorded. Several well-resourced first-aid kits were available, and risk assessments were completed for trips. Leaders placed appropriate focus upon good hygiene practices. A full-time janitorial staff ensured that floors and bathrooms were regularly cleaned throughout the day. Also, staff and children did not wear shoes worn outside indoors. Children washed or sanitised their hands regularly throughout the day. All children enjoyed nutritional meals at breakfast and lunchtime and healthy eating was encouraged. The Centre prioritised children's physical well-being through regular opportunities for outdoor play. Additionally, children had frequent water breaks throughout the day. The children's daily schedule reflected an appropriate balance of exercise, rest and naptime. All staff were trained in child protection and pictures of the child protection officers were prominently displayed in the Centre.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were judged to be satisfactory. Children benefitted from caring and nurturing adults who knew them well. As a result of supportive interactions, the children felt comfortable and safe in the Centre. There was formal documented support for the three children with special educational needs and they received support from external providers. However, Inspectors observed that these children were not always well supported in lessons. There was adaptation of activities for more able children. Baseline assessments were conducted for children on entry and leaders had developed a suitable range of assessment tools including anecdotal records and development checklists. However, these needed to be more coherent so teachers were able to identify and plan next steps in individual children's learning. Parents were provided with termly reports on their child's learning and development as well as weekly and monthly behaviour reports. The staff had conducted sensory audits and had set up Calming centers in all rooms to provide children with a quiet comfortable space to have a brain break or to manage their emotions. There were appropriate transition arrangements in place to support children moving on to the next phase of their learning, including visits to a primary school in the community.

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 satisfactory overall. There was a clear management structure in place, including positions of Director, Principal and Lead Teachers. A new Principal was appointed last year and she has since implemented systems to monitor and evaluate the work of the Centre. These included tracking forms to check children's progress. However, systems for assessment required review as they lacked coherence and a clear structure. Professional development for staff was supported using expertise from the Early Childhood Care and Education Unit as well as participation in specialist courses facilitated by other agencies such as Cayman Ability. Staff had assigned responsibilities such as Special Educational Needs Coordinator and Child Protection Officer. There was scope to further promote team building opportunities to ensure all staff felt valued and listened to. Positive staff morale will better promote a shared focus upon developing high quality learning for all children. Leaders had satisfactorily addressed most of the recommendations in the last inspection. For example, the imbalance of teacher-led and child-initiated learning had been largely addressed and children's achievement and progress in communication was now good. There was no formal governance body in place, although the Centre benefitted from the expertise of parents and community members.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. There was a self-evaluation in place aligned with the Office of Education Standards Successful Schools and Achieving Students Inspection Framework. However, the assessment of the quality of provisions was mostly descriptive and not always accurate. There were systems in place to monitor the work of the Centre such as teaching and learning observations. However, lesson observation tools required more focus upon the quality of teaching and learning. Whilst Leaders had made satisfactory progress in addressing most of the recommendations from the previous inspection, those relating to planning for scientific enquiry skills and the rigour of self-evaluation and improvement planning required further review.



Links with parents and the community

Links with parents and the community were good. The Centre utilised a variety of effective communication strategies to consult with and to share information with parents on the work of the Centre. For example, the Centre's Face Book page, newsletters, emails, telephone calls and informal meetings at drop-offs and pickups supported ongoing engagement with parents. The Parent Handbook provided parents with information regarding behavioural expectations as well as the Centre's policies and procedures. In addition, parents received weekly and monthly behavioural reports for each child. Information on children's achievement and progress was shared at termly parent conferences. The parent body was actively involved in the work of the school and had supported the Centre's grow box initiative. Parents were supportive of activities such as the Centre's Annual Culture Day, Parade of Little Professionals and annual Christmas classroom display competition. These effectively enhanced the quality of the children's learning experiences. Additionally, leaders capitalised on the location of the Centre in a business enclave to enhance children's learning. For example, dentists from Pasadora Dental, and doctors from the DaVinci Centre supported the annual Parade of Little Professionals. Children were also learning about civic responsibility as the Centre donated funds raised from Dress Down Day initiatives to the Cayman Islands Food Bank.

LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. Teachers were appropriately qualified with three teachers having degrees in early childhood development. Staff retention was relatively high. Staffing levels were sufficient to provide adequate supervision of the children, though in a few lessons, assistants were not always effectively deployed to help with the activities or to assist the children with the learning. Leaders had improved the learning environment. The learning environment was redesigned to add new classrooms. Furthermore, the installation of full partitions had resulted in a calmer and more conducive learning environment. Investment in resources had increased to ensure classrooms had stimulating displays and learning centres. All classrooms had now been set up with discrete numeracy and literacy corners, a dramatic play centre, and a calming centre. There were appropriate resources to aid with the children's learning. All children had regular access to the outdoor space which had a variety of equipment to aid their gross motor skills. The addition of a sand pit in the outdoor learning area provided a range of open-ended play opportunities for the children. However, there was limited space for guided outdoor learning and scientific exploration and further thought was needed regarding the design of the outdoor space. Although staff made creative use of the existing space such as drawing a hop scotch on the paved walkway to the play area, the current layout of the outdoor area restricted opportunities for guided or structured play.

SURVEY RESULTS

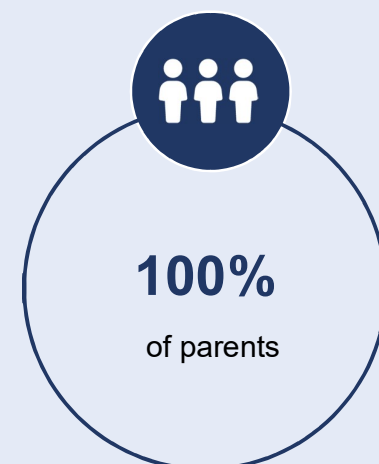
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	46	Staff	13
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Parents

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

Forty-six parents completed the on-line survey in advance of the inspection. A majority of the parents had children attending the Centre for one year or more. Almost all parents who responded to the online survey agreed that their child was making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing). Most parents felt their child was making good progress in early mathematical and scientific understanding. All felt that the Centre was effective in developing their children’s personal and social skills. Likewise, all expressed that their child was safe and cared for. Only a significant minority agreed that the Centre provided good support to children with special educational needs. Almost all parents agreed that the Centre helped their child choose a healthy lifestyle. All felt that the Centre was well led, and most believed that the school maintained good links with the community. Most agreed that the school had appropriately qualified and suitably skilled staff. Similarly, most felt that there were good quality resources to support their children’s learning. Almost all parents considered communication to be effective and that they received regular and informative reports on their children’s progress. Equally, almost all believed that the Centre responded appropriately to parental concerns. Almost all respondents agreed that parents were effectively involved in the work of the Early Years Centre. Most parents who made written comments were pleased with the quality of the preschool’s provision and the quality of the children’s learning experiences.



Strongly Agree and Agree

#VALUE!

0%

Unchanged since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Commentary here explaining any significant differences in survey responses and parents' views since the last inspection.

All staff, including teachers and support staff completed the OES on-line survey. All staff surveyed, judged that the Centre offered a good quality of education. All staff agreed that the Centre promoted a positive learning environment and provided good opportunities for children's exploration, choice, and independent learning in a safe and caring environment. All staff were aware of the procedures for reporting suspected cases of child abuse under the Children Law, 2012. Almost all staff felt that the Centre had appropriately qualified and suitably skilled teachers. Almost all staff agreed that they are involved in the processes of self-evaluation and improvement planning. Almost all staff felt that the centre provided good support to children with special educational needs. Most staff believed that parents were effectively involved in the work of the Centre, with most agreeing that Parent teacher meetings were well attended and helpful. Almost all staff agreed that the behaviour of most children in the centre was good and that children were taught conflict resolution using books, drama, storytelling and other developmentally appropriate methods. Most staff expressed that the Centre enjoys good links with the wider community and that the centre effectively supported their continuing professional development. Only a majority of staff agree that the Centre helped children to choose a healthy lifestyle and that there were good assessment systems in this centre. Only a majority indicated that the centre dealt effectively with incidents of poor behaviour, that children were treated fairly and that there was a safe and caring environment for all members of this centre community. A significant minority agreed that the centre was well led and that there were sufficient resources of good quality to support their teaching.



Strongly Agree and Agree

0%

Unchanged since the last inspection

WHAT HAPPENS NEXT?

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

This should address;

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As 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 October 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

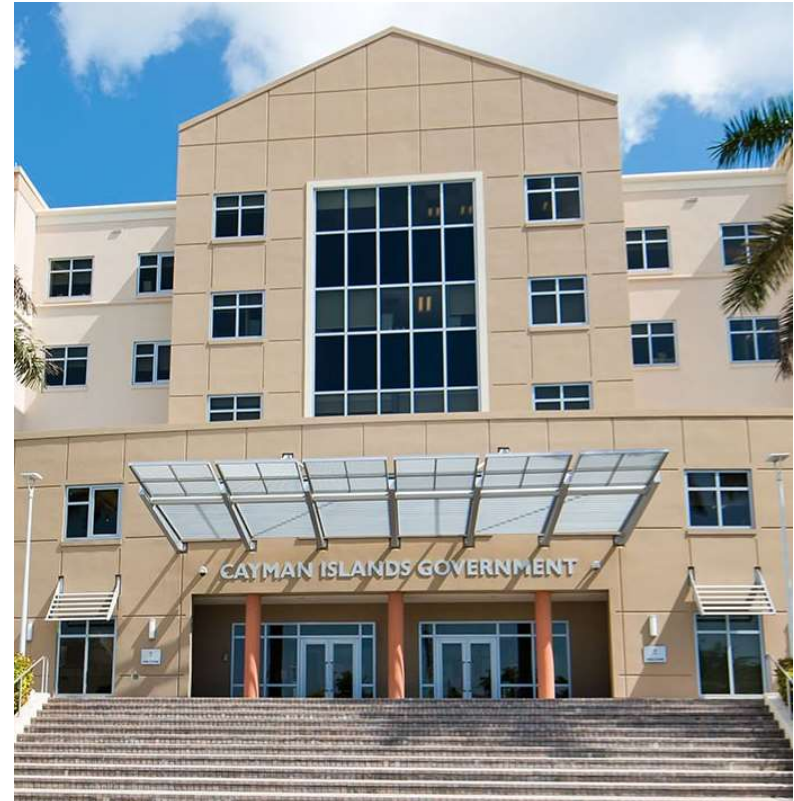
You can contact us using the following e-mail address.

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.

www.oes.gov.ky





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