

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

May 2023



TREASURE GARDEN PRESCHOOL

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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	Treasure Garden Preschool
	Address	19 Pond Road, George Town, Grand Cayman
	Telephone number	1 (345) 943-6230
	ECCE centre website	www.treasuregardenpreschool.com
	Name of manager	Mrs. Tency Gowie
	Name of owner	Mrs. Tency Gowie
	Date of this inspection	May 10 th - 11th, 2023

Students

	Number of students on roll	21
	Age range of the students	18 months to 5 Years Old
	Grades or year groups	As above
	Number of Caymanian students	10
	Number of students with special educational needs	2
	Largest nationality group of students	American and British

SCHOOL INFORMATION

Staff



Number of teachers

1



Number of teaching assistants

3



Teacher-student ratio

1 to 8



Teacher turnover

Curriculum



Main curriculum

EYFS and Cayman Islands Early Years Curriculum Framework



External tests and assessments

N/A



Accreditation

N/A

School inspection overall performance history

Cycle 1 Inspection

October 2020



Satisfactory

Cycle 2 Inspection

May 2023







Weak



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	 Weak	▼





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	 Weak	▼
6.2 Self-evaluation and planning ahead	 Weak	▼
6.3 Links with parents and the community	 Satisfactory	▼
6.4 Staffing and the learning environment	 Satisfactory	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- Children enjoy nurturing relationships with staff.
- Transitions into the centre and on to the next phase of education were managed well.

Recommendations

Improve leadership to ensure that leaders are effective and have the capacity to improve.

Review the self-evaluation and improvement planning arrangements to accurately identify priorities for future improvement.

Ensure the correct mapping of the documents is used for planning learning experiences so that the needs of all children are met.

Improve teaching by ensuring that:

- All staff are effective at using appropriate behaviour management strategies and can help children to self-regulate
- All staff able to effectively plan experiences which would meet the needs of all learners.

What has improved since the last inspection?

- Assessment



OVERALL PERFORMANCE

► Weak

The overall performance of Treasure Garden was judged as weak.

The Centre had addressed the Notice of Concern previously raised and the centre was now compliant regarding the space and child number ratio. The recent reduction in numbers had resulted in children and teachers having to learn and develop new skills. The Centre had not made sufficient progress in addressing the recommendations from the previous full inspection report. Although there was marginal improvement in assessment practices, new features, including the online HiMama application, were not used effectively and had not yet had the desired impact on classroom practice. The lack of an assessment policy created a range of uncoordinated assessment activities. The curriculum lacked sequencing and progression according to the age and ability of children. Teaching did not always support the development of children's problem-solving or critical thinking; being too adult-led and often homogenous in delivery.

Children were enthusiastic about coming to the Centre and were often seen smiling and enjoying their learning. Children were confident to speak with adults about their learning but less so with their peers. Teachers created interesting activities although they were not always sequenced into meaningful units of learning that matched the ability and age of children. The Centre had enriched the curriculum with visits to places of interest in the local community broadening the learning experience. Children's growing awareness of living things was supported by the inclusion of animals and plants at the Centre.





Staff deployment was not always effective and both the lead teacher and the SENCO had full-time teaching responsibilities with limited teaching assistant support impacting their ability to carry out their roles. Staff deployment was not always effective and both the lead teacher and the SENCO had limited time away from their full-time teaching duties to carry out their roles effectively. The expectation upon staff is high with little developmental support apart from the Early Childhood Care and Education (ECCE) Unit's training for the lead teacher and SENCO. The outdoor space was not effectively utilised by teachers to enhance and extend the learning as often as it could be.

Self-evaluation and improvement planning were not accurate and leaders did not have a clear understanding of how to improve the centre. Leadership did understand and were open to the need for improvement.

Most parents were supportive of the work of the Centre complementing the staff on the relationship, particularly the interactions at the pick-up and drop-off times where information was regularly exchanged about their child.



ACHIEVEMENT

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



Exploration

Exploration was judged satisfactory. The development of gross and fine motor skills were strengths of exploration as was technology and particularly the use of tools by children. For example, a child in Bumblebee class correctly used a range of doctor's tools like a stethoscope, placing it over the heart and saying 'boom-boom'. Children in Caterpillar class were able to safely navigate around their outdoor environments through a range of independent and guided opportunities. Children confidently played with slides, scooters and ride-on cars. Children occasionally used chalkboards that supported fine motor skill development and early emergent writing skills. Indoors children used manipulatives and tools like crayon, paint brushes, scissors and magnifying glasses and theme tools like the tape measure and hammer for construction. Children's use of senses was limited but they did use water and sand to develop their sense of touch. For instance, children used terms like hard and cold to describe ice although some confused terms like big and full. Not enough was made of the outdoor sounds like the rooster crowing or the passing air traffic. Most children sang along to national and religious songs. A few experiments were evident for older children. Most could count out aloud and older children were beginning to do basic addition. However, outdoor and centre-based activities rarely connected to mathematical learning and thus individual progress was limited.



ACHIEVEMENT



Respect

Respect was judged as satisfactory. Most children were beginning to understand how their actions impacted others and were beginning to learn about self-regulation. Many children required further development of their sharing and turn-taking skills. Most children were beginning to understand the limits and boundaries of acceptable behaviour. Children used the recycle bin to dispose of waste appropriately and the Centre had a composting bin which children added material to. Children helped to care for the Centre's pets and plants. However, most children did not take responsibility for tidying up after themselves and keeping their learning environment clean. They participated in Culture Day at the Centre and the Bumblebee class sang the National Song daily with reverence and familiarity. There were opportunities for children to participate in devotions and prayer each day. Most children displayed interest in the devotion songs and played instruments or sang along. There was need to embed opportunities for development of understanding and respect of culture and religion in the everyday practice of the Centre so that children could develop further tolerance and respect for themselves and others.



Communication




Communication was judged as satisfactory. Most children were developing spoken language and the ability to engage confidently in the communicative experience. However, they showed more confidence and desire to communicate with adults instead of their peers. Children in the Dragonfly class were observed making vertical lines on a chalkboard, while children in the Bumblebee class learned to write letters. There was little evidence of children writing spontaneously or developing their writing skills in different contexts. Further development was required in writing skills at all ages. Many children demonstrated behaviours that indicated active listening in a variety of situations such as circle time and during conversations with adults. Almost all children showed enjoyment and active listening during story time. Children in the Caterpillar class pointed to pictures in board books and named objects and some colours. Children used instruments and moved to rhythms. They painted and coloured on blank paper and participated in role play such as preparing tea for adults or pretending to be a fire officer extinguishing fire. Children were keen to dress up in community helper costumes. Children did not demonstrate age and stage expectations of phonological and phonemic awareness.



Well-Being

Well-Being was judged as satisfactory. Most children ate healthy food sent from home for lunch and snacks, rested when they needed to and participated in physical activities outdoors. Children demonstrated a growing independence with toileting and feeding, for example. All children could remove their shoes when entering the Centre in the mornings, open food containers at snack and lunch and feed themselves without much adult support. Most children demonstrated a growing capacity to self-regulate but further support was needed in this area. Children were learning to understand and manage their own emotions, but further work was needed in this area. Children were able to accept guidance and affirmation and usually complied with adult guidance when it was offered. While most children played quite well in the proximity of others, few showed the ability or desire to collaborate with others to achieve a common goal. Children needed to develop skills to reflect on their social interactions and learning experiences. Many children still required support to acknowledge their actions and the consequences to other and then adjust their behaviour accordingly without direct adult intervention.

TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching was judged as satisfactory. Teachers created interesting activities although they were not always sequenced into meaningful units of learning that matched the ability and age of children. Teachers planned learning activities and posted pictures and videos on HiMama for parents to view although this did not include enough evaluative detail. Hence, centre and outdoor based activities did not always support early learning goals or milestones as best they could. Classroom routines and management were now better given the reduction in numbers but this was a developing feature as children learned new routines and behaviours. As a result, self-regulation, transition and clean up routines needed greater focus by teachers. In some adult-led lessons the pace was too slow with teachers setting up the learning rather than letting the children explore and be creative. The majority of teacher's questions prompted greater thought by children and some observed interactions became interesting conversations with children exploring the topics more deeply. Whilst both adult-led and child-initiated learning was observed, the balance needed greater focus to ensure a more purposefully planned play-based learning environment was created for children to explore their own learning. The Centre had a significant outdoor area that was not always effectively utilised by teachers to enhance and consolidate learning particularly for younger children.





Learning

Learning was judged as satisfactory. Children were enthusiastic about coming to the Centre and were often seen smiling and enjoying their learning. Children were confident to speak with adults about their learning but less so with their peers. During less interesting and adult-led activities, children could become passive, even disengaged. Children rarely took responsibility for their own learning and did not often tidy up what they have been playing with. Rather, the expectation was that a teacher would do it, which they did. Information technology was not widely used by children to explore or extend their learning. The curriculum had a focus upon the local community which supported the links between the Centre and the real world. Spontaneous connections were observed for example the sounds of an aircraft or crowing of a rooster caught the attention of children although some teachers jumped in too early rather than to let the children work things out for themselves. Children had not yet developed the skills of collaboration or to understand that working as a team could achieve a common goal.



Assessment

Assessment had improved from the previous inspection and was now satisfactory. The Centre had a number of methods to collect information but lacked an overarching system that ensured children were not left behind or the appropriate challenge was used to maximise progress. A baseline assessment was completed within the first six weeks of children entering the Centre and each child had an online picture portfolio. Staff completed anecdotal records and used developmental checklists to record children's achievement. However, the developmental checklists were reportedly created using a variety of sources and Leaders needed to ensure the accuracy and consistency of the checklists. Although the centre had access to specific tools such as the HiMama programme, this was used to record attendance and communicate with parents and the assessment feature was not utilised. The pictures in both HiMama and the online portfolios lacked evaluative statements and links to milestones or learning outcomes. There was no evidence of analysis of the collected information that would impact the learning experiences for individual children. Most teachers used observation, discussion and questioning to evaluate what children had learned although this was not systematic or standardised. Leadership needed to bring assessment activities into a singular policy to ensure standardisation, validity and reliability of assessment tools and practices.

CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Curriculum

Curriculum was judged as weak. Planning did not always consider the children's strengths, or their individual learning needs. Planning required review as teachers planned daily activities from a collection of documents and programmes. These did not always consider children's needs and were not always guided by the Cayman Islands Early Years Curriculum Framework; the main curriculum used at the Centre. The curriculum was thematic and play based but there was not enough focus on sequencing learning to promote continuity and progression in children's learning. Across the Centre, children completed the same activity for the most part regardless of their ability. Challenge was not always built in or the individual needs catered for. Leaders now needed to consider both the horizontal and vertical curriculum to ensure children's progress. The Centre had enriched the curriculum with visits to places of interest in the local community, such as visits to the Turtle Centre and a local supermarket, all broadening the learning experience. Children's growing awareness of living things was supported by the inclusion of rabbits and fish on the premises. Children also participated in the watering of plants in the outdoor area. The centre celebrated special days such as Culture Day. Guests into the centre expanded curriculum offerings.



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. Requirements for maintaining the health and safety of children were met, with records of evacuation drills showing regularity and required frequency. The Centre had a Hazard Management Plan as well as a Child Safeguarding Policy. The ratios for adult to child as well as space ratios met regulatory requirements. Inspections from regulatory agencies were complete. The premises were in good repair and cleaned throughout the day by staff. The leader reported that the Centre was cleaned daily and again on weekends by an external service provider. Children were supervised during the day in all areas of the premises. As there was not a clear line of site to all portions of the outdoor play area, staff needed to ensure their proper placement for continued supervision in all areas. All staff had the required Child Protection training and police clearance certificates. However, Leaders now needed to ensure that the Child Protection Officers had thorough knowledge of the process and expectations of making a child protection report. All staff now needed to ensure that there was an urgency to proactively address any safety risks and consistently make record of incidents or accidents which happen at the Centre. Risk assessments for field trips and other relevant activities were not completed and a plan for transporting children off site which met safety and legal requirements was required.









Support and guidance

Support and guidance were judged as satisfactory. Staff warmly greeted children each morning and interacted with them positively and respectfully throughout the day. Adult child relationships were warm and nurturing. Questions were often effective in extending children's learning and teachers were heard giving verbal feedback and praise to children while completing tasks. Parents received reports during the year on their children's achievement but the Centre needed to ensure standardisation, validity and reliability of assessment tools and practices. Staff shared children's activities with parents using the HiMama online programme. The Centre had a Special Education Needs Policy which was not always followed consistently. The Centre had systems for identifying, recording information and making referrals for children with developmental concerns. However, the Centre currently used two different developmental checklists for children on their SEN register and the purpose of the second checklist was unclear. The Special Education Needs Coordinator collaborated with staff to write and review development plans for relevant children and worked in partnership with specialist agencies and parents. External specialist service providers visited the centre to provide services for at least one child with SEN.

LEADERSHIP AND MANAGEMENT

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

Leadership

Leadership was judged as weak. The centre did not have a body or accountability system to oversee or act as a critical friend and this had contributed to poor quality self-evaluation and improvement planning. Consequently, leadership does not benefit from stakeholder involvement in the future of the Centre. Although there is an organisational chart and staff are aware of their responsibilities, some staff such as the SENCO and the Lead Teacher are not afforded the autonomy and time to effectively carry out their roles. All staff are committed to the caring and nurturing ethos of the Centre. Decision-making is seldom distributed to others and some recent decisions have been called into question over the numbers of children onsite and the method to reduce those numbers. A cover system for leadership absence is ineffective as the person covering is full-time in a classroom and unable to offer support without leaving the class. Some key staff had attended ECCE training; however, there was no Centre plan for maintaining skill levels or improving. Leadership was aware of the need to improve; however, did not demonstrate the capacity to improve as evidenced in the self-evaluation and improvement planning documentation. The Centre should re-visit the leadership structure to ensure there is a suitable leadership presence regularly onsite. Leadership should be more vigilant in the monitoring and the application of policies and procedures for instance, ensuring each and every incident or accident is logged in the accident book and that the parent signatures are gathered to acknowledge the incident report. Furthermore, Leadership should create an assessment policy to ensure the standardisation of practice across the Centre.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as weak. The evidence gathered for self-evaluation was limited and not always linked to the performance standard. Teacher observations were too informal, not individual and not regularly scheduled to robustly inform any performance management, self-evaluation or professional development. Children's attainment and progress data was not effectively analysed which then impacted negatively on planning for individual children as well as for the development of long-term goals for the work of the Centre. However, whilst there had been some changes since the previous report, there was little improvement and some regression. For instance, assessment still did not inform any 'Next steps', learning environments required more opportunities for child-initiated play supporting problem solving and other skills and the curriculum lacked continuity and progression building. Thus, topics normally associated with term 1 were still being covered in term 3. The improvement plan was not effective and not aligned to the self-evaluation. Both documents were incomplete and lacking in valid or reliable evidence for many judgements made at the time of inspection. As such leadership did not have an accurate understanding of the performance of the Centre.



LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents and the community was judged as satisfactory. Parents in the survey and in person were very supportive although a few were concerned about the Literacy ability of their children compared to other children who attended different Centres. Parents confirmed the use of HiMama by staff to communicate development but suggested it was not always up to date. They did however, compliment the teaching staff for their interactions and verbal feedback at the centre gates. Formal feedback reporting was annual and showed the developmental journey achieved and some areas for further support. A weekly newsletter kept parents up to date with the learning and themes of the week. Parents suggested contact with the Centre via email worked well and was promptly answered and followed up. Leaders reported that parents and the community played a strong part of the Centre, particularly medical staff. For example, a parent who is a veterinarian came into the Centre to help with the Centre's rabbits and a doctor took children on a visit at a local hospital explaining what happens if you break a bone and it goes into a cast. The Centre also covered topics such as those who look after us in our community and there was a visit from a police officer to talk to children about staying safe.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. The Centre met the regulatory requirements with one qualified teacher, however, this teacher was not effectively used to improve standards across the Centre due to a daily full-time teaching commitment. Similarly, although there was a SENCO, she was also a full-time class teacher with no Teaching Assistant as such it was difficult to see how staff and children's needs were effectively met. Some staff had limited experience and qualifications and would benefit from additional support and training. The premises were adequate for the number of children currently registered at the centre. The large outdoor play area had a variety of play equipment and resources to promote child development in a play-based learning environment. However, there was scope to consistently and more frequently extend the indoor learning activities into the outdoor space to better meet the needs of all children and ensure child-initiated learning opportunities. Bathrooms were adequate with lines of sight although, more privacy for the toilets could be considered. Redeployment of some staff should be considered to ensure the needs of all children are met and that staff, for example are able to develop in their roles by properly utilising the Lead Teacher and the SENCO.



SURVEY RESULTS

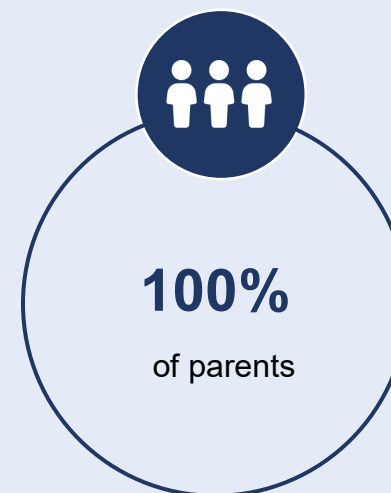
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	19	Staff	7
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Parents

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

Nineteen parents responded to the survey. A significant minority of parents were Caymanian (47%). All parents felt that their child was making good progress in all aspects of early communication while most felt that there was good progress in mathematical and scientific understanding. All parents agreed that the centre was effective at developing children’s personal and social skills and almost all felt that their child was being helped with sharing and taking turns. All parents reported that their child was safe and cared for at the Centre. This also correlated with the comments which detailed the caring, respectful and supportive environment at the centre. Almost all parents reported that the quality of teaching at the centre was good and their child was inspired to learn, with all parents agreeing their child enjoyed attending the centre. The significant minority of parents were unsure whether the centre provided good support for children with special educational needs, while all felt that their child was treated fairly at the centre. All respondents reported that the centre was well led with the majority feeling that they had good information about the improvement plans developed at the centre. Almost all parents felt that communication between the centre and parents was effective and timely and that the centre responded appropriately to parental concerns. Most of respondents stated that they receive regular, comprehensive information about their child’s achievement and progress and almost all stated that parent meetings were helpful and held regularly. A majority of parents agreed that they are effectively involved in the work of the centre. Almost all parents agreed that there were qualified and suitably skilled staff and all reported that there were good quality resources available. All parents were satisfied with the quality of education provided at the centre.



Strongly Agree and Agree

0%

Unchanged since the last inspection



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Seven staff members responded to the survey and most respondents have worked at the centre for three or more years. A significant minority of respondents were Caymanian. All staff felt that children were taught conflict resolution skills with most feeling that the behaviour of most children at the centre was good. All staff reported that the assessment systems in the centre were good and that a positive learning environment was supported at the centre with good opportunities for independent exploration being offered. All staff reported that the environment is safe and caring and provides good support for children with special educational needs with many of the comments highlighting the caring and inclusive ethos at the centre. All respondents agreed that the centre is well led and that parents are involved in the work of the centre and that the centre effectively supports their continuing professional development. According to all staff respondents, the centre has good quality resources and sufficient staff. Overall, all staff agreed that the centre provides a good quality of education.



Strongly Agree and Agree

0%

Unchanged since the last inspection



WHAT HAPPENS NEXT?

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

This should address;

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the Inspectors judged the overall performance of the centre to be weak, there will be a Follow-Through Inspection of **Treasure Garden Preschool** within 6 months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.



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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