

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

FEBRUARY 2024



TIFFANY'S PRESCHOOL

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# Cayman Islands Early Childhood Inspection Framework

In January 2024, the Office of Education Standards commenced inspections of early childhood settings using the First Steps to Success: Nurturing Environments and Thriving Children framework (Cayman Islands Government, 2023). Before the introduction of this tailored framework for the early childhood sector, inspections of educational institutions, including early childhood settings, were conducted using the Successful Schools and Achieving Students 2 framework.

## Developmental Domains

When used in relation to human development, the word “domain” refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- ***Cognitive*** – Refers to the developmental aspect of children’s mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- ***Social Emotional*** – Refers to the development aspect of children’s ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children’s social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- ***Communication and Language*** – Refers to the developmental aspects of children’s ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- ***Physical*** – Refers to the developmental aspect of children’s gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.





















## Early Childhood Setting

The term ‘early childhood setting’ is used throughout this inspection report and the inspection framework, First Steps to Success: Nurturing Environments and Thriving Children. Early childhood setting is defined as:

An entity of establishment which provides services for the care and education of children under compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early childhood settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in private primary or all-through schools.

## Early Childhood Setting Information

General Information		
	Setting name	Tiffany's Preschool
	Address	82 Boltins Ave, West Bay, Grand Cayman
	Telephone number	945-7977
	Website	NA
	Name of principal/manager	Diane Shand-Sibley
	Name of owner	Karen Ebanks
	Date of this inspection	February 15-16, 2024
	Date of last inspection	June 23-25, 2021
Children		
	Number of children on roll	42
	Age range of the children	1-4 years
	Groups	12- 24 months, 24 months to 36 months, 36 months to 48 months
	Number of Caymanian children	31
	Number of children with additional learning support needs	4
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Cayman Islands Early Years Curriculum Framework
	External tests and assessments	NA
	Accreditation	NA
Staff		
	Number of licensed teachers	1
	Number of other staff	6
	Teacher-child ratio	1:6

# Context

Tiffany’s Preschool is located on Boltins Avenue, West Bay, Grand Cayman. The early childhood centre follows the Cayman Islands Early Years Curriculum Framework. Its mission statement underscored the importance of child development through interest and project-based curriculum. Additionally, the early childhood centre’s leadership articulated two primary aims: first, a dedication to broadening children’s knowledge, experiences and imagination; and second, fostering a cohesive and clear focus on children’s learning in play-based contexts. Leaders and staff placed emphasis upon the creation of a safe and welcoming environment where children were encouraged to explore, discover, learn and play. Leaders also demonstrated a steadfast commitment to inclusivity ensuring that all children, including those with special educational and additional learning needs were learning in an environment that promoted empathy, tolerance and understanding.

## Overall Judgement History

Cycle 1 Inspection	October 2018	Weak
Cycle 2 Inspection	June 2021	Satisfactory
Cycle 3 Inspection	January 2024	Satisfactory

## Next Steps

The Centre is judged satisfactory or better and therefore, will be inspected within 2 years.

## Current Performance Summary

Performance Standard 1 Helping our children to achieve in key areas of their learning and development				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
Cognitive development	1.1 Attainment	Satisfactory	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Social Emotional development	1.1 Attainment	Weak	Satisfactory	↑
	1.2 Progress	Weak	Satisfactory	↑
Communication and Language development	1.1 Attainment	Satisfactory	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Physical development	1.1 Attainment	Satisfactory	Good	↑
	1.2 Progress	Satisfactory	Good	↑

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
2.1 Social emotional learning		Weak	Satisfactory	↑
2.2 Understanding of and appreciation for culture, religion and the environment		Satisfactory	Weak	↓

Performance Standard 3 Ensuring effective teaching to support our children's learning and development				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
3.1 Teaching		Satisfactory	Satisfactory	→
3.2 Learning		Satisfactory	Satisfactory	→
3.3 Observation, assessment and planning		Satisfactory	Satisfactory	→

**Performance Standard 4** Offering a curriculum that meets the care and educational needs of all our children

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
4.1 Curriculum quality	Satisfactory	Satisfactory	→

**Performance Standard 5** Keeping our children safe and well supported

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
5.1 Health and safety	Satisfactory	Satisfactory	→
5.2 Support and guidance	Satisfactory	Satisfactory	→

**Performance Standard 6** Leading and managing in partnership with parents and the community

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
6.1 Leadership	Satisfactory	Satisfactory	→
6.2 Self-evaluation and improvement planning	Satisfactory	Satisfactory	→
6.3 Links with parents and the community	Satisfactory	Satisfactory	→
6.4 Staffing and the learning environment	Satisfactory	Satisfactory	→

## What the Setting Does Well

- (1) Almost all children demonstrated high levels of enjoyment and engagement in their learning activities.
- (2) The setting had a welcoming and inclusive ethos which fostered a sense of identity and belonging among the children. Consequently, children were learning in an environment that promoted empathy, tolerance and understanding.
- (3) Staff encouraged children's independence while offering appropriate guidance when needed. As a result, almost all children were developing age appropriate levels of independence.

## Recommendations

- (1) Further improve assessment practices by:
  - developing a coherent and coordinated system to record and track children's progress and achievement in the four learning domains;
  - tailoring activities to meet the specific needs of all children, including those with special educational and additional learning needs.
- (2) Further improve the planned and delivered curriculum by incorporating regular opportunities for children to learn about Caymanian culture and the local environment as well as other cultures and religions.
- (3) Develop robust systems for self-evaluation and school improvement planning ensuring clear alignment with the early childhood inspection framework to clarify priorities.



# Inspection Findings

Performance Standard 1 Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Inspection Judgement
Cognitive development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

## Cognitive development

Children’s achievement and progress in the cognitive domain were judged as satisfactory. Review of assessment information and observations over the course of the inspection indicated that most children demonstrated levels of learning outcomes which corresponded to their age and developmental stage. Children’s emerging literacy skills were nurtured through regular access to books and storytelling sessions. Children in the Rainbow group developed spatial awareness through stacking and building block activities. Most of the older children could proficiently count to ten and identify numbers and 2D shapes. Children also engaged with various materials and explored concepts relating to number, shape and measurement through both independent and guided opportunities. For example, children engaged in open-ended play opportunities in the sand box as they scooped, poured and measured sand. Indoors, the play opportunities included a permanent home corner, a construction area, a dress-up area and other such areas which provided children with a variety of play opportunities such as imaginative play, socio-dramatic play, construction play and creative play. Children engaged in a suitable range of activities to experiment and extend their self-expression using movement and kinaesthetic experiences. For example, children participated in singing and music making activities. Children also used their senses to gain an understanding of the world around them. For example, younger children engaged in outdoor painting activities experimenting with different colours and textures.

Most children made satisfactory progress in their early mathematical and technological understanding. Most manipulated paint brushes, rolling pins and scissors with increasing ease. Children also handled small equipment such as cameras as they pretended to take pictures of adults and their peers. Most children progressed well in their spatial awareness as they built structures with blocks, stacked rings and fit puzzle pieces together. Although older children were learning about ‘glow’ and ‘grow’ foods, there were insufficient opportunities for children to develop their early scientific skills and to use reflective thinking to explain why things happen or how they work. An exception was an imaginatively planned activity in the Toddlers group which promoted children’s early scientific understanding as they engaged in a simple experiment; adding water to Skittles of different colours on a plate to observe the outcomes.

## Areas for development

- Structure more regular opportunities for children to develop number sense using resources such as manipulatives
- Plan more inquiry-based experiences to promote children’s independent scientific exploration and thinking

Quality Indicator	Inspection Judgement	
Social Emotional development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

### Social Emotional development

Attainment in social emotional development was judged as satisfactory. Assessment data showed that most children attained expectations relative to the appropriate age and stage and this was confirmed through observations during the inspection. Most children understood limits and boundaries of acceptable behaviour. Children’s behaviour more consistently aligned with expectations when teachers reinforced behavioural standards prior to transitioning into a new activity. For instance, in the Butterfly class, children exhibited attentive listening during a read-aloud session as a result of the teacher clearly communicating and reinforcing expectations before the reading. However, older children needed more opportunities to reflect on their behaviours, associated consequences and the impact on others to further enhance their self-awareness and interpersonal skills. Most children showed respect for others as they took turns and shared fairly through regular opportunities to interact with all children throughout the setting. A majority of children were beginning to manage their emotions, but often required teacher support to do so. There were insufficient opportunities for children to engage in guided discussions to learn to articulate their feelings. Children used their senses to explore a variety of materials, including water, sand, jello, playdough and tasting foods. There was scope to provide additional sensorial experiences, particularly for the senses of sight and hearing, and fully use sensory experiences to further develop children’s language and vocabulary.

Progress in social emotional development was judged as satisfactory as most children made expected progress in line with developmental norms. Younger children in the Rainbow class engaged in parallel play and enjoyed simple pretend play, like serving imaginary slices of cake. Through effective modelling of language, older children in that class were progressing in using vocabulary to express their needs and wants and demonstrated growing independence by feeding themselves, putting their school bags away and cleaning up their toys. Children in the Butterfly and Flamingo classes participated in cooperative play with their peers, managed their daily care activities and recreated real life scenarios through imaginative play centres. A few older children in these classes were beginning to recognise unacceptable behaviours and had the self-confidence to encourage peers to follow expectations. For example, in the Flamingo class, a child took the initiative to motivate his peers to tidy up their toys when they persisted in playing after being asked to clean up. The progress of children with additional learning support needs was variable as targets on Learning Support Plans (LSPs) were often too broad to be achieved within the specified time.

### Areas for development

- Improve children’s ability to reflect on social interactions, including recognising actions and understanding their impact on others

Quality Indicator	Inspection Judgement	
Communication and Language development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

### Communication and Language development

Attainment in communication and language development was satisfactory. Developmental records and observations indicated that most children attained expected levels of learning within this domain which was confirmed in observations during the inspection. Most of the younger children demonstrated confidence and skill in verbal interactions, utilising a suitable and expanding vocabulary. Teachers too readily accepted short responses from older children, rather than encouraging them to reply in whole sentences which hindered their development. The planned environment supported children’s emergent writing by providing access to diverse materials like chalk, crayons and paint. They often chose mark making activities which supported development of their pre-writing skills. Most children demonstrated attentive listening behaviours and were able to respond appropriately to questions. When teaching strategies matched children’s needs and ensured they could actively participate, listening was better. There was opportunity to broaden the range of children’s listening experiences to include nature walks, sensory experiences and poetry; for example. Children expressed themselves creatively through art using a variety of materials, like paint, feathers and glitter and through role playing at different imaginative centres. While some opportunities existed for creative expression through music and dance, there was scope to increase frequency and diversity for further development, including incorporating drama and storytelling to recreate roles.

Progress in communication and language was judged as satisfactory. In the Rainbows class, children followed instructions embedded in music, exemplified by their rendition of the ‘Sleeping Bunnies’ song. They verbally expressed aspects of their imaginative play, such as announcing, "Here you go," while presenting a slice of cake, engaged in mark-making with chalk and paintbrushes and demonstrated emergent writing skills by crafting the day's menu for the play kitchen. In the Butterfly and Flamingo classes, older children were beginning to write their names, displayed growing attentiveness during story time by actively participating in repetitive sections and showcased creative expression through imaginative play. They simulated nap time for dolls in the home centre and organised races for toy cars. However, older children did not have sufficient opportunities to engage in extended conversations on a variety of topics.

#### Areas for development

- Provide older children with regular opportunities to engage in extended conversations
- Broaden the range of planned learning experiences to develop children’s listening skills

Quality Indicator	Inspection Judgement	
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

### Physical development

Children’s attainment and progress in physical development were judged as good. Almost all children attained age-related expectations in physical development. Children’s fine motor skills and hand eye co-ordination were developed across the setting through playdough modeling and cutting activities. Almost all manipulated paintbrushes with dexterity and demonstrated increasing control as they coloured in flowers and other images. Children engaged in a sufficient range of activities in the outdoor learning environment to support their physical development. Staff occasionally attempted, albeit with limited success, to integrate mathematical and literacy activities in races and outdoor games. All children regularly interacted with a suitable range of wheeled and push toys as well as climbing apparatus and swings. As a result, most children demonstrated age-appropriate confidence and balance and were able to run, jump, climb and use the swings. Also, most children were able to safely navigate the space outdoors as they played cooperatively with their peers.

All children made good progress in aspects of their physical development. The youngest children walked independently with increasing coordination and showed great enjoyment in range of movement activities indoors and outdoors. For example, in the Rainbow class, almost all children enthusiastically hopped, jumped and curled in sleeping positions as they pretended to be bunnies. Staff planned a suitable range of activities throughout the day and as a consequence almost all children demonstrated age-appropriate fine and gross motor skills and gained increasing control over their bodies. However, there were insufficient opportunities for children to engage in targeted skill development through games and structured play.

### Areas for development

- Plan more regular opportunities for children to engage in targeted skill development through games and structured play

Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding	
Quality Indicator	Inspection Judgement
2.1 Social emotional learning	Satisfactory
2.2 Understanding of and appreciation for culture, religion and the environment	Weak

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### Social emotional learning

Children’s social emotional learning was judged as satisfactory. Most children demonstrated acceptable behaviour and followed rules throughout the day. They were able to engage in independent play, whole group structured activities and transition from learning environments. However, a minority of children were still learning to use words instead of resorting to physical actions. A majority of teachers supported children well by modeling appropriate language to use in such instances but needed to guide children through reflecting on their emotions at these times. Most children were developing their ability to manage their own feelings and behaviours. At times of dysregulation, children accepted comfort from adults. The use of calming corners across the setting was inconsistent and thus children’s independence in identifying emotions and using age-appropriate strategies to manage emotions was hindered. Most children had a sense of security and displayed emotional well-being. They were excited to arrive to the setting, easily parting from parents in the morning, and enjoyed interacting with teachers, particularly during choice play when children eagerly engaged teachers in their imaginative activities. Most children cooperated with others and interacted positively with peers of different ages when outdoors. For example, two older children carefully pushed a younger child in a wheeled toy vehicle and children of different ages created a bridge from wooden planks to get their toy cars through the sand. A minority of children; however, were still learning to play harmoniously with peers and work together towards a common goal.

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## Understanding of and appreciation for culture, religion and the environment

Children's understanding of and appreciation for culture, religion and the environment were judged as weak. Although most children demonstrated age-appropriate understanding of Christian religion and devotion was a feature of the preschool, there were insufficient opportunities for children to learn about other world religions. Nonetheless, almost all children participated with enthusiasm in devotion as they sang Christian choruses and shared Bible verses. Whilst there were pictorial displays of aspects of Caymanian culture and heritage in the classrooms, these were not referenced in lessons and consequently, too few children demonstrated age-appropriate understanding of Caymanian culture and heritage. Children in the oldest group participated in the recycling of plastic bottles and were developing awareness of the importance of reusing items and reducing waste. However, children did not participate in environmental activities such as planting vegetables or caring for animals to promote their understanding of the reciprocal relationship between how persons care for the environment and how the environment provides for them. There were plans to develop and maintain a grow garden. Children would benefit from increased opportunities to develop their awareness and understanding of their own environments and the environments around the world through participation in activities such as thatching and engagement with stories about different cultures and religions.

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### Areas for development

- Structure more frequent discussions with children and employ additional strategies to enhance children's capacity to identify and express emotions
- Provide more time and opportunity for children to participate in activities which promote their understanding of local and other cultures

Performance Standard 3 Ensuring effective teaching to support our children’s learning and development	
Quality Indicator	Inspection Judgement
3.1 Teaching	Satisfactory
3.2 Learning	Satisfactory
3.3 Observation, assessment and planning	Satisfactory

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### Teaching

Teaching was judged satisfactory overall. Most staff demonstrated sound understanding of how children learn, fostering autonomy and choice within the various centers to support their learning and development. Whilst teachers encouraged the development of new skills and knowledge they did not always plan for the different developmental needs in their group. There was a notable lack of focus upon addressing the needs of a significant minority of children with additional learning requirements. Most teachers satisfactorily utilised open-ended questioning to encourage children to articulate their thoughts and emotions. In one noteworthy example with the youngest children, the teacher skillfully provided age-appropriate language to facilitate children’s understanding and critical thinking during a science activity. Staff planned a suitable range of activities utilising resources to stimulate exploration, such as painting on recycled boxes and coconut husks. Additionally, sensory experiences, including touch, taste and sight, through activities like Jell-O play, encouraged children’s imaginative play and inquiry. There was an appropriate focus upon numeracy; however, there was scope to regularly incorporate manipulatives to foster children’s number sense and pattern recognition. Whilst there were opportunities to promote children’s scientific exploration and critical thinking, this was inconsistent across the groups. There was limited use of learning conversations to support children to identify inappropriate behaviour, reflect on the consequences of their actions and to show sensitivity and understanding to the feelings of their peers. Nonetheless, the observed relationships between teachers and children were nurturing and characterised by warmth and respect. There was the need for increased emphasis upon providing regular opportunities for children to develop their social emotional skills within the learning environment.

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## Learning

Learning was satisfactory. Most children demonstrated positive attitudes to learning, with notable enjoyment particularly when involved in outdoor learning experiences and when learning was creatively planned. A minority of older children tended to be more passive and disengaged in whole group activities often because the teaching strategies employed did not meet their needs and stage of development. Most children revisited past learning to further develop their knowledge and skills. For instance, a child in the Flamingos class crafted a playdough butterfly, aligning with the different stages of its lifecycle resulting from reading *The Very Hungry Caterpillar* the previous week. Almost all children made choices in their learning during play based on their individual interests. Children in the Rainbow class demonstrated emerging independence by requesting playdough from their teacher, asking for a basin to be filled for water play and independently choosing equipment for these activities. When engaged in their choice explorations, only a minority of children posed questions about their learning. Consistent modelling of questioning during explorations would further develop children's critical thinking and problem-solving skills. A majority of children were starting to show satisfaction in what they had done. However, children's progress during learning was not explicitly acknowledged by staff and thus children were not yet aware of their achievements. Opportunities for children to reflect on their learning experiences and personal growth were not yet a common feature of lessons.

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## Observation, assessment and planning

Assessment was judged as satisfactory. Staff utilised a variety of assessment approaches to document and monitor children's learning and development. These methods included anecdotal records, on entry baseline assessments, regular progress tests and end of term reports, with each child having a dedicated learning portfolio which captured their unique learning journey. However, there were some gaps observed, as work samples were not always dated and did not reflect a sufficient breadth of work. Despite the use of multiple assessment documents, staff did not have a sufficiently accurate picture of each child's learning and development. However, one particularly successful resource which was used effectively in the Toddlers group but underutilised in the centre was a comprehensive anecdotal record template. This succinctly captured the child's significant learning and delineated the appropriate next steps to build and extend learning. All staff did not plan effectively for children's next steps in learning as they did not have a comprehensive understanding of each child's strengths and areas for development. Also, activities were not always well matched to the needs of all children, in particular those with special educational needs, high prior attainment and those with English as a second language. There was the need for staff to streamline and meaningfully organise children's assessment information to provide a comprehensive profile of each child's learning. There was also scope to structure regular opportunities for children to reflect on their learning, including review of their learning portfolios to build their self-awareness as learners.

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### Areas for development

- Support children in asking questions during their explorations to further develop critical thinking and problem-solving skills
  - Personalise learning to meet the needs of all children
  - Organise assessment information meaningfully and use it to plan next steps in children's learning
  - Structure regular opportunities for children to review their learning to build their self-awareness as learners
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**Performance Standard 4** Offering a curriculum that meets the care and educational needs of all our children

Quality Indicator	Inspection Judgement
4.1 Curriculum quality	Satisfactory

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**Curriculum quality**

Curriculum was judged as satisfactory. Planning for curriculum implementation was organised on long term, medium- and short-term basis. The curriculum was aligned to the requirements of the Cayman Islands Early Years Curriculum Framework. However, there was a slight imbalance regarding the emphasis on aspects of culture and religion. Consequently, there were insufficient planned opportunities for children to learn about Caymanian culture and heritage as well as other cultures and religions. Enrichment activities were offered, such as visits from police and fire officers, which supported children's understanding of community helpers. Excursions to Stingray City and the Cayman Turtle Centre further enhanced children's learning experiences. The curriculum had a clear play-based rationale and there were opportunities for cross-curricular learning, as evidenced by the occasional integration of mathematical concepts into children's role play activities in the home centre. While some curriculum review was evident, there was scope to structure regular planned opportunities to foster children's early scientific understanding and to deepen their understanding of Caymanian culture and heritage. Notwithstanding, there were clear progression pathways in the curriculum, with staff satisfactorily building upon children's skills and development.

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**Areas for development**

- Use discussions, stories and posters to promote children's understanding of the importance of protecting the environment
- Develop and embed opportunities for children to learn about Caymanian culture and other cultures and religions

Performance Standard 5 Keeping our children safe and well supported	
Quality Indicator	Inspection Judgement
5.1 Health and safety	Satisfactory
5.2 Support and guidance	Satisfactory

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### Health and safety

Health and safety arrangements were judged satisfactory. Children were kept safe through the implementation of a suitable range of policies and procedures, adequate supervision and a secure premises. A few policies required review to ensure they reflected the setting's current practices and a few procedures, particularly for sanitisation, were not consistently implemented. Child safeguarding policies met requirements and staff demonstrated knowledge of reporting obligations, but records of training were incomplete. Leadership was exploring solutions to increase privacy in the outdoor learning environment. The record-keeping system was not yet sufficiently detailed and organised to comprehensively capture all aspects of health and safety monitoring and maintenance which had led to oversights. Fire drills were sufficiently regular and documented and the setting had recently implemented earthquake drills. All staff had recently been re-certified in First Aid and CPR and the setting had regulatory approvals from Fire and Environmental Health, but not from Public Health. While the setting prioritised children's safety during offsite trips by conducting risk assessments, similar assessments for on-site activities were not yet completed. Staff supported children in understanding healthy lifestyles through the provision of adequate time for physical activity and rest. While the setting encouraged the provision of healthy snacks and lunches, there was scope to further educate families on healthy eating. Home routines were occasionally considered through the provision of additional rest at nap time and breakfast if not given at home.

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## Support and guidance

Support and guidance were judged as satisfactory. The setting had a welcoming and inclusive ethos and children with additional learning support needs attended. Although a policy and register for additional learning support needs were maintained, practices of the setting did not consistently ensure timely identification of all children's needs. A majority of children with identified needs had a Learning Support Plan (LSP) in place, but not all. Targets on LSPs were often written too broadly which posed challenges in tracking, monitoring and reporting on children's progress by the specified review date. Implementing strategies contained in LSPs and using targeted questioning and guidance was skilfully done by a minority of teachers, which resulted in adequate support and personalised learning. However, this was not yet consistent throughout the setting and as a result, not all children with additional learning support needs made expected progress. External specialist support benefitted most children with identified needs, but communication between the setting, external agencies and parents required further development to ensure consistency in support. Transition arrangements included a visit to the local primary school during the Week of the Young Child. Staff's interactions with children were respectful and nurturing, and teachers knew the personal, emotional and social needs of children well. They provided support to children in developing self-regulation skills but interactions did not consistently foster the independence needed for their development.

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### Areas for development

- Implement a comprehensive and robust record-keeping system to document health and safety checks, maintenance actions and ensure consistent compliance with regulatory checks and training requirements
  - Ensure the timely identification of all children's needs
  - Write challenging, yet attainable, and specific targets for children's Learning Support Plans matched to individual children's needs
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Performance Standard 6 Leading and managing in partnership with parents and the community	
Quality Indicator	Inspection Judgement
6.1 Leadership	Satisfactory
6.2 Self-evaluation and improvement planning	Satisfactory
6.3 Links with parents and the community	Satisfactory
6.4 Staffing and the learning environment	Satisfactory

### Leadership

Leadership was judged as satisfactory. Leaders demonstrated commitment to the mission of the early childhood setting. This was evidenced by recent investment aimed at improving the learning environment. Effective strategies were utilised for continuous professional development of staff and this had led to improvements in children's social and emotional learning and physical outcomes. Staff had a clear understanding of their roles and responsibilities and organised a suitable range of learning activities and experiences to promote children's learning. Staff had also benefited from opportunities to observe good practice in other early childhood settings as well as training sessions organised by the Early Childhood Care and Education Unit. The impact of professional development was not yet fully reflected in the overall quality of teaching and learning. Leaders and staff had an inclusive approach and sensitively accommodated children with special educational needs. There were appropriate systems in place to monitor the work of the setting, including staff appraisals, lesson observations and demonstration lessons. Staff's feedback to the Office of Education Standards' online survey was highly positive and there was an ethos of positive team work across the preschool. An advisory body was not yet established to provide external support and oversight.

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## Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. There were adequate systems in place to monitor the work of the setting including observations of teaching and learning and performance management. Additionally, staff regularly engaged in self-reflection during monthly team meetings. Although leaders and staff had developed self-evaluation and school improvement planning documents, the areas identified for improvement in the self-evaluation document did not consistently translate into priorities for action in the school improvement plan. However, leaders had made a commendable effort to align the self-evaluation with the early childhood inspection framework. Leaders and staff had made satisfactory progress in addressing most of the recommendations in the previous inspection report, including improving classroom procedures and behavioural expectations to better support children's emotional and social development. Though not yet fully embedded in practice, Inspectors noted improvements in the quality of teachers' questioning to deepen and extend children's learning.

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## Links with parents and the community

Links with parents and the community were judged satisfactory. There were regular methods of communication with parents through WhatsApp groups, termly reporting sessions, informal conversations at pick-up and open-house evenings. Parents were informed of major setting events through the distributed annual calendar. Children's progress reports were linked to the curriculum and now included next steps; however, these were often written too broadly and did not yet provide parents with a clear understanding of what their child needed to do next nor how to support at home. Systems, including the Parent Teachers Association, encouraged parental involvement. While leaders were beginning to obtain parents' views through a feedback survey, there was scope to broaden the range of topics surveyed and involve parents in some decision making, as appropriate. Leaders had begun to establish links with other early childhood settings, like staff attending joint professional development sessions, but connections needed to be further strengthened to improve practices of the setting, like cultural referencing within the curriculum, for instance. There were opportunities for children to participate in local events, like the setting's neighbourhood Christmas Walk, and to learn from visitors to the centre, like fire and police officers, for example.

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## Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. All staff were suitably qualified and had appropriate skills to support the development of children. There was a culture of teamwork throughout the setting and teaching partners collaborated effectively to provide cohesive care and learning experiences to children. Recruitment procedures ensured there was adequate staff to maintain ratios. Staff were deployed appropriately and arrangements were occasionally adjusted as needs dictated through the centre. Leaders ensured the indoor and outdoor environments were suitable for children's learning and development. Indoors, the furniture was sensibly arranged to provide maximum space for children to move and the installation of windows in the front classroom had enhanced the overall environment. The outdoor environment promoted integrated learning experiences but further development was needed to provide children with more opportunities to interact with the natural environment. Leaders had ensured resources, which included some re-used materials, were sufficient in quantity for the number of children enrolled. However, more comprehensive resource audits were required to identify critical curricular areas requiring additional resources, such as scientific understanding, technology integration and literacy. There was also scope to incorporate cultural elements into the setting's learning environments and resources.

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### Areas for development

- Review self-evaluation processes to accurately identify the setting's priorities for future improvement
- Further establish links with other early childhood settings to strengthen practices across the setting
- Enhance the learning environments and resources by incorporating cultural elements and providing regular opportunities for children to interact with the natural environment and natural materials

# Summary of Parent and Staff Survey Results

Before the inspection, the views of parents and staff were obtained through surveys. The numbers of participants that completed the surveys were as follows:

Parents	28	Staff	6
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### Parents

Twenty-eight parents completed the online survey with the majority of parents having a child attending for one year or more. Overall, most parents who responded to the survey were satisfied with the quality of education provided by the setting. This represented an increase of 11 per cent since the previous inspection. Almost all parents agreed their child enjoyed going to the setting and was cared for and safe, whilst enjoying a wide range of play-based opportunities and positive relationships with adults. Likewise, almost all parents felt the setting had good quality resources and facilities, there was regular, reliable two-way communication between parents and staff and parents' views and opinions were sought. Most parents agreed the setting helped their child to choose a healthy lifestyle and that their child was making good progress in relation to age-appropriate benchmarks. Furthermore, most parents agreed leaders positively impacted achievement and inclusivity. Most parents indicated they felt supported in key transition times and that staff catered to their child's care and developmental needs. Similarly, most parents agreed the setting's communication and involvement of parents was effective and links with the wider community were maintained. Most parents believed staff were suitably qualified and good support was provided to children with additional learning support needs. A majority of parents stated that their child had an age-appropriate understanding and appreciation of culture, religion and the environment. Fifteen parents submitted written comments, a majority of which were positive about the setting's provision and staff.

### Staff

Similar to the previous inspection, all staff, including teachers and support staff, completed the Office of Education Standards' online survey ahead of the inspection. A majority had worked at the setting for three years or more. All expressed high levels of satisfaction with the provision and judged that the setting offered a good quality of education. Similarly, all felt that the setting provided a safe and caring environment but only a majority of staff agreed that the children were well behaved. All expressed that the setting promoted a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. Additionally, all agreed there was an appropriate balance of adult-directed and play-based child-initiated learning experiences. All staff felt there was good support for children with special educational needs and that the setting had appropriately qualified and suitably skilled teachers and staff. Likewise, all agreed that there were sufficient resources of good quality to support their teaching and that there were good assessment systems in place. All indicated that they were involved in the process of setting self-evaluation and improvement planning. All reported that leaders effectively supported their continuing professional development. Correspondingly, all expressed the view that leaders were considerate of their well-being and that morale was high. All staff believed that setting enjoyed good links with parents and the community. Additionally, all judged the setting to be well led and managed.



## What Happens Next?

The early childhood setting should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and address:

- the recommendations identified within this report;
- areas identified by the early childhood setting as requiring improvement;
- other external reports or sources of information that comment on the work of the early childhood setting.

## Further Information

### Inspections of Early Childhood Settings in the Cayman Islands

As determined by the 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 educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to 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 and early childhood setting for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is the tool which is used both by early childhood settings to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different educational institution 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 early childhood settings regarding the major determinants of educational success.
- Exemplars provide early childhood settings with clarity regarding the **expected standard** for a good judgement level.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to 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 settings to see inspection as a **transparent** process.

**Judgements**

The inspection framework is organised around judgements using a four-point scale. The four levels are defined as follows:

<b>Excellent</b>	Exceptionally high quality of performance or practice.
<b>Good</b>	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
<b>Satisfactory</b>	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
<b>Weak</b>	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

**Consistency in Quantitative Terminology**

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in 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 a quarter	15% to 24%
Few	Up to 15%	0% to 14%

# The Office of Education Standards

## Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the 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](mailto: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](http://www.oes.gov.ky)

## Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Althea Edwards-Boothe	Office of Education Standards
Team Inspector	Jessica Jackson	Office of Education Standards



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Standards



**First Steps to Success:**  
Nurturing Environments and  
Thriving Children

CAYMAN ISLANDS GOVERNMENT



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