



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

MARCH 2025

PRE-SCHOOL

QUALITY CHILD CARE

Table of Contents

Cayman Islands Early Childhood Inspection Framework	2
Early Childhood Setting Information	3
Context	4
Overall Judgement History	4
Next Steps.....	4
Current Performance Summary	5
Performance Standard 1	5
Performance Standard 2	5
Performance Standard 3	5
Performance Standard 4	6
Performance Standard 5	6
Performance Standard 6	6
What the Setting Does Well	7
Recommendations	7
Inspection Findings	8
Performance Standard 1 Helping our children to achieve in key areas of their learning and development	8
Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding.....	12
Performance Standard 3 Ensuring effective teaching to support our children’s learning and development	14
Performance Standard 4 Offering a curriculum that meets the care and educational needs of all our children	16
Performance Standard 5 Keeping our children safe and well supported	17
Performance Standard 6 Leading and managing in partnership with parents and the community	19
Summary of Parent and Staff Survey Results	22
What Happens Next?	23
Further Information	23
The Office of Education Standards	25

This report provides a comprehensive account of the setting’s quality of provision. A **summary report** offering an overview of the inspection judgements and main inspection findings is available at www.oes.gov.ky/education-institutions.

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	Quality Child Care
	Address	247 Powell Smith Road, West Bay, Grand Cayman
	Telephone number	1 (345) 949-2415
	Website	qualitychildcare.education
	Name of principal/manager	Ms. Sandra Duncan-Roach
	Name of owner	Mr. Robert Lee Jackson
	Date of this inspection	March 10 – 11, 2025
	Date of last inspection	November 24 – 25, 2022
Children		
	Number of children on roll	59
	Age range of the children	18 months to 5 years old
	Groups	6
	Number of Caymanian children	45
	Number of children with additional learning support needs	14
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Cayman Islands Early Years Curriculum Framework
	External tests and assessments	N/A
	Accreditation	N/A
Staff		
	Number of licensed teachers	1
	Number of other staff	9
	Teacher-child ratio	1:6

Context

Quality Child Care was established in 1996. The preschool is located in West Bay, Grand Cayman. The premises comprise two buildings used for the operation of the setting which includes an administrative office, kitchen, bathrooms, one common area which can be used by all classes and 6 classrooms. Between the two buildings, there is a covered foyer which is currently arranged as a common play area with a variety of activity centres. There are a number of small outdoor learning areas and one larger outdoor area for gross motor development and which is arranged to support development in all domains.

The mission statement of Quality Child Care is “Thriving in Excellence, Fulfilling Potentials”.

Overall Judgement History

Cycle 1 Inspection	September 2019	Weak
Cycle 2 Inspection	November 2022	Satisfactory
Cycle 3 Inspection	March 2025	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	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Social Emotional development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Communication and Language development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Physical development	1.1 Attainment	N/A	Good	N/A
	1.2 Progress	N/A	Good	N/A

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	N/A	Satisfactory	N/A
2.2 Understanding of and appreciation for culture, religion and the environment	N/A	Good	N/A

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	Good	↑

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	Good	↑

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	Good	Satisfactory	↓
6.2 Self-evaluation and improvement planning	Satisfactory	Weak	↓
6.3 Links with parents and the community	Good	Good	→
6.4 Staffing and the learning environment	Satisfactory	Satisfactory	→

What the Setting Does Well

- The curriculum was broad, balanced and enriching for all learners.
- The setting had established meaningful links with parents and the community, fostering collaboration to support children's development.
- The setting was inclusive, with well-structured systems in place to support children with Additional Learning Support Needs (ALSN), enabling them to learn alongside their peers.

Recommendations

1. Improve systems for self-evaluation and improvement planning to ensure the setting's work is strategically planned and its impact on children's outcomes is regularly evaluated for continuous improvement.
2. Develop a strong and effective model of distributed leadership that empowers staff and enhances overall management of the centre.
3. Maintain consistently high-quality teaching across the setting to support good learning and development for all children.

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

Attainment in the Cognitive domain was judged as satisfactory. While children engaged in sensory activities, they did not consistently make predictions, draw connections or record findings, highlighting the need for further scientific exploration. Strengthening these skills would enhance inquiry-based learning. Similarly, mathematical development required improvement. While children recognised numerals, they needed more hands-on experiences to understand and communicate about numbers. In the Thatch class, children used rulers to measure paper strips representing seaweed, introducing conventional measurement. Further development in comparison, measurement and time was needed. Majority of children were acquiring book handling skills at age appropriate expectations. Children confidently used various technological tools. They expressed creativity through paint and tissue paper and engaged in construction activities. In Little Parrots 1, children used hammers and screwdrivers to build a plastic brick wall. In Little Iguanas 1, they explored medical tools like syringes and reflex hammers while role-playing caregiving. Children were also learning to make safe and healthy choices, developing awareness of their bodies and well-being. Almost all demonstrated age-appropriate independence.

Progress in the Cognitive domain was judged as satisfactory. Few children were observed categorising food as “fruit” or “vegetables” during role play in the home living centre. However, skills of categorisation were not well developed. Most children were able to count by rote and groups were learning the concept of “long” and “short”. In the Orchids class, children used a fishing rod with a magnetic hook to “catch” the focus letter of the week, with most children being able to identify the letter and make the sound. Children in the Thatch class were developing Phonics through the Jolly Phonics programme, with few children beginning to read CVC words.

Areas for development

- Deepen understanding of scientific and mathematical concepts through more opportunities for enquiry, problem-solving and reflection.
- Provide rich opportunities for all children to develop phonological awareness.
- Provide opportunities for children to develop age appropriate Mathematical understanding.

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

Social Emotional development

Children's social emotional development was judged as satisfactory. Most children engaged in sensory exploration, although with less intentionality and their use of descriptive vocabulary was slower to develop. This was evident during the sink and float water sensory activity, where children used the terms "sink" and "float" but did not expand their descriptions to include words like heavy, light, shallow or deep. Most children demonstrated an understanding of the boundaries of acceptable behaviour, they responded well to guidance and affirmation. For example, when lining up to go outside, a group of children responded positively when asked by the teacher to slow down, keep their hands on their partner's shoulder and walk in a line. Most children were able to express their emotions, however, a significant minority struggled with self-regulation and managing frustration at age-appropriate levels. This was particularly evident when children had to transition to a new activity and give up a toy or when another child chose a toy they wanted. While most children interacted socially in various contexts, cooperation and conflict resolution skills required further development. For example, when two children were heading in opposite directions on the tricycle path and reached a standstill, they did not adjust their direction but remained in place until the teacher intervened and prompted them to follow the expected rules for using the path. When encouraged to reflect, most children recognised the consequences of their actions and made the necessary adjustments. Almost all children developed reciprocal relationships with their environment, understanding that caring for it led to rewards such as food. This was evident as they watered the garden and harvested various produce, including lettuce, kale, and tomatoes.

Progress in social emotional development was judged as satisfactory. Most children interacted positively with adults and peers and displayed an awareness of the roles of community helpers. Toddlers enjoyed pretending to be doctors and construction workers, while older children were firefighters putting out pretend fires in handmade fire stations made out of cardboard. Younger children engaged in parallel play, gradually increasing their interactions, while toddlers played together more frequently. Older children engaged in more cooperative play as they used the home living centres. One group used the kitchen centre to prepare juice for their teacher and pretend friends. Most children were learning to recognise the needs of others and respond with care. This was especially evident in the class with the child with a visual impairment, where his peers demonstrated inclusivity and patience by actively involving him in activities. They thoughtfully waited for him to take part in making playdough, supporting him as he carefully poured the water onto the flour, ensuring he was fully included in the experience. However, across the centre, a significant minority of children struggled to manage their own feelings and behaviour. Most children developed an awareness and appreciation of Caymanian culture, other cultures, and various religions, which had been incorporated into daily activities and planned themes for the remainder of the year.

Areas for development

- Provide structured activities that encourage children to share materials, express their feelings respectfully and reflect on actions to adjust behaviour accordingly.
Create opportunities for children to use a variety of strategies to help manage their emotions and self-regulate.

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

Communication and Language development

Attainment in the Communication and Language domain was judged as satisfactory. Children engaged in various speaking and language activities, including role-playing in home living centres and pretending to be community helpers. These experiences supported their language development, but they required further opportunities to practise conversation in different contexts and expand their vocabulary by exploring the meanings of new words. Writing skills were developing as children engaged in mark-making with chalk, pencils, crayons and paint. Children regularly visited reading centres and demonstrated age-appropriate book-handling skills, fostering early reading habits. Older children practised forming letters using boards and sand trays. While Jolly Phonics was used in the older class to support early literacy, the teaching of Phonological Awareness and Phonemic Awareness to younger children was not always age-appropriate or consistently implemented. Listening skills required further development, as children needed support in active listening to improve their ability to follow instructions and engage in meaningful discussions. Creatively, children moved rhythmically to music, expressing themselves through movement.

Progress in the Communication and Language domain was judged as satisfactory. Younger children in the Parrots 2 class had developed skills of conversation with each other and adults. They shared information about their emotions and were confident in speaking about their learning experiences to even new adults to the setting. However, all teachers needed to ensure consistently effective strategies to support children to develop skills of conversation. Across the centre, children were developing writing skills. In the Thatch class, children used their “magic fingers” to write new letters in the air and then transfer the formations to paper, sand or paint. Across the centre, too few children were demonstrating behaviours that indicated active listening, even when participating in well-planned learning experiences. However, most children were able to engage in role play and seemed to enjoy this. A child in the Orchid class pretended to be a parent cooking for a child who did not like the food. This role play was quite involved as the “parent” patiently offered a variety of options to their picky eater. Younger children pretended to be Fire Officers who were called to a burning building or doctors caring for dolls. In the Thatch class, children were learning Phonics, with few children in the group progressing to reading CVC words.

Areas for development

- Enhance phonological awareness instruction to support children to develop a strong foundation in early reading skills.
- Strengthen active listening skills to help children develop better focus, language and comprehension skills.
- Expand opportunities for children to develop the skills of conversation in a variety of contexts.

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

Physical development

Children's attainment in Physical development was judged as good. Observations during the inspection showed that almost all children attained the expected outcomes for their age. They engaged in a wide range of activities that supported the development of their fine and gross motor skills, both indoors and outdoors. Almost all children demonstrated skills such as hand-eye coordination, pincer grasp and finger strength. For example, two-year-olds frequently engaged with toys that involved placing pegs into holes, while three-year-olds practiced coordination by using fish nets to retrieve objects from a water tub. Additionally, children developed grip strength, controlled force and wrist control through activities such as hammering objects into pegs, using plastic saws and pouring sand or water into containers. Activities like painting, watering plants, making playdough and mark-making further enhanced fine motor control, wrist stability, hand strength and coordination. However, a few children were still developing spatial awareness and learning to move safely through their environment during transitions, occasionally bumping into their peers.

Progress in Physical development was judged as good. Observations showed that almost all children made expected progress within this domain. Toddlers demonstrated increasing control over their gross motor skills, successfully jumping and landing on two feet. Children aged three and older developed leg strength and spatial awareness as they ran and rode tricycles along an oval track. Children also showed improved upper body control where Toddlers strengthened their muscles by crawling through tunnels, stacking LEGO blocks and pushing wheeled toys. Across the setting, almost all children were developing skills of independence, being able to feed themselves, for example. In the Little Iguanas 2 class, children were making progress in learning how to "pinch and pull" to open their snack bags. In Little Parrots 2, children were making progress towards learning to fold clothes and dress themselves. Older children demonstrated greater upper body coordination by climbing playground structures, playing tug-of-war and bouncing balls. During lunchtime, toddlers used a palmer grasp, relying on whole-arm movements to guide their spoon. In contrast, older children exhibited greater dexterity, using either an index finger extension grip or a tripod grasp with wrist control, allowing for more precise movements when bringing food to their mouths.

Areas for development

- Expand physical activities to help develop sharing, self-regulation and positive social skills such as cooperation, turn-taking, empathy and teamwork.

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	Good

Social emotional learning

Children's social-emotional learning was judged as satisfactory. Most children demonstrated positive behaviour and knew the rules and expectations, though they occasionally tested boundaries. A significant minority were still learning to express themselves respectfully, while a few showed empathy by offering peers a comforting pat or hug. The centre had calming areas with privacy curtains, but these were not always used to help children regulate their emotions. However, the nurturing care of teachers helped most children respond positively to redirection. Children formed healthy attachments with staff, allowing them to feel safe exploring new experiences. This was evident during toddlers' playtime, where they confidently moved between centres to explore tools and activities related to community helpers. Younger children played alongside each other with occasional interactions. Older children were beginning to distribute tasks in group activities, but this was not always well executed. For example, during a measurement activity, one child took charge of writing measurements for a peer who wanted to do it themselves. Others played together briefly but, when conflicts arose, often chose to play alone or with a different group.

Understanding of and appreciation for culture, religion and the environment

Children's understanding of and appreciation for culture, religion and the environment was good. Children benefitted from thoughtfully designed classrooms which included symbols and visuals that celebrated the rich cultural heritage of the Cayman Islands. Vibrant pictures of local landmarks, traditional crafts and native flora and fauna were prominently displayed throughout the centre, helping children to create a strong connection to their local community. For example, images of the Cayman Parrot and Silver Thatch palms were incorporated into wall displays and learning materials. The children sang the National Song every morning and had opportunities to interact with artefacts. The child with a visual impairment was provided with tactile artefacts to make connections during songs and discussions about Cayman heritage. The centre also celebrated other cultures, including Jamaica, Honduras, China, the UK and India. During cultural celebrations, teachers and children dressed in the traditional attire of their chosen country and sampled foods from various cultures. A healthy, thriving garden with vegetables such as kale, lettuce, chives, tomatoes, cucumbers, oregano, dill and spinach was cared for by older children, who routinely watered it. Preservation and conservation were regularly practised as children cared for a rabbit, hermit crabs and fish. Composting and preparing ground eggshells and coffee grounds for worms helped them appreciate their role in protecting the environment. Almost all children participated in daily devotions and schemes of work included plans for learning about religions like Islam and religious celebrations like Diwali and Hanukkah.

Areas for development

- Support children to self-regulate and manage their own behaviour in age-appropriate ways.
- Provide planned opportunities for children to retell and share information on Cayman heritage and culture, as well as other cultures.
- Provide opportunities for children to extend their learning of caring for the environment.

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

Teaching

Teaching was judged as satisfactory. Teachers planned with sufficient detail, ensuring structured and purposeful learning activities. Almost all staff demonstrated a suitable understanding of their age group, enabling them to support children's development effectively. There was an appropriate balance between child-initiated and teacher-guided activities. Both outdoor and indoor environments were well-resourced and thoughtfully organised to promote integrated learning. The outdoor learning environment was a key strength of the setting and catered to all areas of development, featuring play areas that encouraged movement and exploration. Indoor classrooms were arranged according to the planned theme, though some had been more effectively set up than others and teachers needed to be more mindful of arranging furniture and displays to ensure clear lines of sight at all times. Positive and respectful relationships between staff and children were evident. A strong example was observed when a toddler independently completed an emotions chart in the Calming Corner, expressing happiness. When his teacher asked what made him happy, he replied, "YOU! Because you play with me," with another child quickly agreeing, reinforcing the children's genuine admiration for their teachers. However, transitions between activities required improvement to help children remain calm and emotionally regulated. Rules, routines and expectations were not always clear or enforced, contributing to disruptions. Additionally, staff needed to create more opportunities for self-regulation. In stronger lessons, like in the Orchids class, teachers supported thinking skills by using activities such as scooping fish from a water tub while posing questions about "more" and "less" to encourage basic maths. However, greater consistency was needed in extending children's language and thinking skills.

Learning

Learning was judged as satisfactory. Most children demonstrated positive attitudes towards learning, showing enthusiasm and engagement in various activities. They displayed a good level of independence, actively selecting activity centres based on their interests and making choices about their own learning experiences. Most children were eager to showcase their accomplishments and had responded well to positive affirmation from adults, which had helped build their confidence and sense of achievement. However, too many children struggled to engage consistently with learning experiences, often losing interest quickly in even the best planned activities or having difficulty with self-regulation to be able to engage without incident. Further support was needed to ensure that all children across the setting developed and maintained motivation towards learning and the ability to engage with learning activities in a more sustained and meaningful way. Additionally, children required more opportunities to revisit their learning and make connections between prior knowledge and new concepts. Strengthening this aspect would help deepen their understanding and reinforce key learning points and encourage a more sustained and meaningful engagement with activities.

Observation, assessment and planning

Observation, assessment and planning were judged as satisfactory. The setting had established effective systems for monitoring and supporting children's development. The setting had utilised the ASQ3 and Birth to 5 Matters frameworks, aligning them with the outcomes from the Cayman Islands Early Years Curriculum Framework (CIEYCF). These systems had enabled staff to identify children's needs in a timely manner, ensuring that appropriate support could be provided. Observation records and documentation of learning were valid. Additionally, structured systems were in place for the collection of information, helping staff track children's achievements systematically. The setting also used a progress tracker to record children's overall progress each year they were at the setting. Staff utilised the Lillio app for pictorial records of children's growth and development, although the effective use of the app as a progress monitoring tool was not consistent across the centre. In the stronger lessons observed, children had been encouraged to share their learning experiences and were supported in developing reflective thinking skills. However, there were areas requiring further improvement. Records of achievement needed to be consistently accurate to truly reflect each child's development. Progress data was always been effectively used to plan learning experiences that would support all learners in making consistently good progress. Furthermore, progress records had not been completed regularly by all staff, leading to gaps in tracking children's development over time.

Areas for development

- Improve transitions between activities and behaviour management.
- Provide support for self-regulation to help children learn to manage their own behaviour.
- Improve consistency and accuracy in progress monitoring and data usage to plan effective learning experiences for all children.

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	Good

Curriculum quality

The curriculum was judged as good. The centre followed the Cayman Islands Early Years Curriculum Framework. Literacy was enhanced through the use of 'Letters and Sounds' across all classes, with elements of 'Jolly Phonics' introduced to three-year-olds and a more detailed version taught to four-year-olds. The curriculum was broad and balanced, with adequate time allocated to learning experiences such as art, music, physical education and swimming. Thematic units were planned based on children's interests, allowing them to choose the community helpers they wanted to learn about and the countries they wished to study for culture week. Field trips to the Turtle Centre, Parrot Sanctuary, Crystal Caves, Mastic Trail and Governor's Beach for the Turtle Release further enriched learning beyond the classroom. Additionally, visitors such as a thatch weaver, a dental nurse and a librarian provided hands-on learning experiences. Play-based centres encouraged literacy, counting and themed exploration, for example, older children had learned about the ocean through fishing activities, movement-based songs and a sensory activity of freeing ocean animals trapped in ice. Home learning centres promoted role-play indoors and outdoors. The curriculum was adapted to meet the needs of children with special educational needs and was reviewed annually following staff discussions. Children's interests were incorporated, such as including learning about Jewish culture at a child's request. There was clear progression in skill development planned for in the curriculum.

Areas for development

- Intentionally plan and engage children in hands-on science activities that foster curiosity, promote inquiry and develop basic scientific skills such as observation, prediction and experimentation.

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	Good

Health and safety

Health and safety arrangements were judged as satisfactory. Regular environment checks had been completed and any maintenance or security issues detected had been promptly addressed. The facility was well-secured, with gates padlocked and the entry door remaining locked and consistently monitored with a door bell camera system in use. All fire and earthquake drills had been conducted and recorded as required, ensuring staff and children were well-prepared for emergencies. Additionally, CPR training for all staff was up to date, reinforcing the centre's commitment to safety. Safeguarding procedures were well-established, with all staff able to articulate the proper reporting processes for suspected cases of child abuse. Child Protection Officers were knowledgeable of their roles and responsibilities. Relevant staff members, along with a kitchen volunteer, had obtained food handler certificates, ensuring food safety regulations were upheld. Volunteers and contracted staff, such as the PE and Art teachers, had the necessary documentation. Children were supported to understand healthy lifestyles, given the opportunity to choose nutritious snacks, engage in active play and have adequate rest. Medication was securely stored in the locked kitchen. Despite these strengths, there were areas that required urgent attention. Although regulatory inspections had recently been updated, there had been a gap in inspections. There was no formal programme, as required by the Education Act, to help children recognise and resist potentially unsafe situations, although information was shared during lessons at times. Furthermore, staff needed to ensure vigilant supervision and leadership needed to ensure consistent adherence to adult: child ratios.

Support and guidance

Support and guidance were judged as good. There was an effective policy and procedure for children with additional learning support needs (ALSN). Teacher referrals, Age and Stage Questionnaires (ASQ), and Special Educational Needs Coordinator (SENCO) observations were used to identify children with ALSN early in the academic year. Learning support plans were created by the SENCO in collaboration with parents and teachers. Communication with specialists was effectively recorded after each session to align practices and support provided by staff to help children progress. Transitions into, from and across all stages of the early childhood setting were well managed. Transition documents and discussions amongst teachers helped ensure a smooth transition from one class to the next. Children were given the option to visit their next class when they felt ready, making the process more comfortable and effective. New children had the option of attending for half-days during their first week to adjust to their new environment and caregivers. Older children visited a nearby primary school, with special days assigned for those with ALSN. Staff-child interactions were positive across the setting, with eye-level communication, active listening and individualised attention. However, strategies for self-regulation were not sufficiently varied for children to make consistent progress in this area.

Areas for development

- Ensure consistent adherence to all regulatory requirements, including adult:child ratios.
- Train staff to be more effective at supporting children to self-regulate using a variety of strategies.

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	Weak
6.3 Links with parents and the community	Good
6.4 Staffing and the learning environment	Satisfactory

Leadership

Leadership was judged as satisfactory. The Principal was committed to the work of the setting and possessed the appropriate qualifications and experience to lead the centre. However, due to issues since the previous inspection and the lack of an effective supporting staff or systems, standards in some areas of the provision had declined. Despite these challenges, leaders had successfully created an inclusive environment that welcomed children with diverse needs and backgrounds. Notably, the setting had integrated a child with a visual impairment, ensuring that the child could access the curriculum, demonstrating a commitment to inclusivity and equitable learning opportunities. Regular observations of teaching and learning had been conducted, with feedback provided to staff. This process had been linked to professional development through agencies such as Literacy Is For Everyone (LIFE) and Early Childhood Care and Education (ECCE) as well as online resources. Several key areas required further development. Staffing had been insufficient to consistently meet the required adult-to-child ratios, which had the potential to impact the quality of care and supervision. Additionally, distributed leadership had been ineffective, with too much responsibility placed on the Principal and no established systems to ensure the smooth running of the setting during absence. While a Guild had been formed with individuals from diverse backgrounds to support the Principal, it needed to also include the owner.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as weak. The setting had made progress in addressing at least one recommendation from the previous inspection report, specifically regarding strengthening provision for children with special educational needs. This demonstrated some commitment to improvement and responsiveness to previous feedback. However, evidence demonstrating satisfactory progress on all recommendations from the previous inspection report was not available, highlighting a need for more structured planning and evaluation processes. The School Improvement Plan (SIP) was outdated, with actions still being directed towards recommendations from the previous inspection report, despite the Principal stating that these actions had already been completed. Furthermore, there had been a lack of well-informed direction within the early childhood centre and any new initiatives introduced had not yet been adequately monitored to ensure they had a positive impact on children's learning and development.

Links with parents and the community

Links with parents and the community were judged as good. Parent survey results indicated that almost all parents agreed there was effective two-way communication between the setting and themselves. However, during verbal interviews with inspectors, a few parents indicated the need for more timely communication. Parents received detailed reports on their children's progress twice a year for younger children and once every term for older children. However, next steps were not included in these reports but were instead shared informally during drop-offs as needed. Opportunities for parental involvement were encouraged through various events, such as parent orientation night, organised playground interactions, 'Stay and Play' sessions supported by the Speech Studio and Sports Day. Connections with the closest primary school ensured smooth transitions for older children. Pictorial evidence showed visitors from the community, including fire officers, police officer, a dental nurse, a thatch weaver, a librarian and Learning Is For Everyone (LIFE), enriching children's learning experiences. Additionally, during Heritage Week, older children had participated in the turtle release event organised by the Turtle Centre. The centre also selected a local charity, Meals on Wheels, to support through planned fundraising activities and other initiatives.

Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. Most staff were suitably qualified for their roles and had appropriate skills to support children's development. They were committed to the children and the setting, with most having been at the early childhood centre for more than two years. The principal reported that a questionnaire had been developed for recruitment procedures in consultation with a specialist to ensure effective practice. However, there remained an insufficient number of staff to maintain ratios during times of absence or sickness. The principal often stepped in to fill these gaps, which affected the efficiency of her management and monitoring of the centre. Most staff were appropriately deployed to meet the needs of the children. Staff were assigned leadership roles, but the challenge of finding time to effectively carry out their responsibilities remained an issue. Both the indoor and outdoor environments were stimulating and well-resourced, fostering children's curiosity and supporting their learning through play-based activities. The early childhood setting was inclusive and accessible to meet the needs of all children. The principal held most staff accountable for effectively using the range of resources to support children's learning.

Areas for development

- Ensure that data from children's outcomes and information from an effective system of teacher performance are used to guide and evaluate the work of the centre.
 - Establish partnerships with other schools or educational organisations to broaden unique learning opportunities and teaching practices.
 - Implement a more robust staffing plan to ensure adequate coverage during staff absences or sickness.
 - Regular monitoring and guidance should be in place to ensure that all staff effectively use available resources to maximise children's learning opportunities while also holding them accountable for maintaining a safe environment where all children are consistently within a visible line of sight.
-

Summary of Parent and Staff Survey Results

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

Parents	25	Staff	7
---------	----	-------	---

Parents

Twenty-five parents responded to the parent survey. Most parents indicated their children attended the centre for either one year but less than three years. The survey results indicated overwhelmingly positive feedback from parents, with most expressing high satisfaction with the early childhood setting. In particular, all parents agreed that their children enjoyed attending, learned through a variety of age-appropriate play activities, and were supported in maintaining a healthy lifestyle. The setting’s resources and facilities were viewed as high quality, and parents were generally satisfied with the overall education provided. Almost all parents reported strong confidence in teachers and staff, stating that their children were making good developmental progress and receiving effective care. The setting fostered a safe, nurturing environment where children formed positive relationships with adults. Additionally, leadership was seen as impactful, fostering an inclusive space while maintaining strong connections with the wider community. Communication with parents was considered effective, though minor gaps existed in parental involvement and support for children with additional learning needs. While most parents were satisfied, some areas received slightly lower agreement. There was room for improvement in fostering cultural awareness, easing transitions for children entering new classes, and strengthening parental involvement in decision-making. Additionally, while progress reports were generally well received, some parents felt they could have been more detailed and regular. The key areas for development included enhancing cultural education, transition support, parental feedback mechanisms and progress communication.

Staff

All respondents agreed that almost all children made good progress in their learning and development across all domains and achieved age-appropriate developmental benchmarks. Most staff felt that almost all children demonstrated positive behaviour and managed their own feelings and behaviours in age-appropriate ways. All staff respondents believed that almost all children had an age-appropriate understanding and appreciation of culture including Caymanian culture, religion and the environment. They all also agreed that the early childhood setting promoted a positive learning environment with a balance of adult-directed and play-based child-initiated experiences. All respondents agreed that almost all children were independent learners who made purposeful decisions about their learning and that the environment was safe and caring for all members of the community. All staff indicated that the setting helped children choose a healthy lifestyle and understand how to keep themselves safe. They all also reported that there were good assessment systems in place using evidence-based observational approaches and that the setting provided good support to children with additional learning support needs and special educational needs. All respondents felt that there were effective transition arrangements into the setting, across classes and into children’s next phase of education. All staff believed that leaders were effective, positively impacted children’s achievements and created an inclusive environment. They all also agreed that there was reliable two-way communication between staff and parents and most agreed that parents and carers were actively involved. They all felt that the setting had adequately qualified staff and good quality resources and facilities to support children’s learning. All staff agreed that, overall, the early childhood centre provided a good quality of education.

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:

Excellent	Exceptionally high quality of performance or practice.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	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.
Weak	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

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

Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Carol Bennett	Office of Education Standards
Team Inspector	Marsha Seerattan	Office of Education Standards



Office of
Education
Standards



First Steps to Success:
Nurturing Environments and
Thriving Children

CAYMAN ISLANDS GOVERNMENT



Office of Education Standards

Cayman Islands Government

www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133 Elgin Ave, George Town
Grand Cayman