



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

MARCH 2025

THE ACHIEVEMENT
CENTRE
PRE SCHOOL



THE ACHIEVEMENT CENTRE

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	The Achievement Centre
	Address	295 Shamrock Road, Red Bay, Grand Cayman
	Telephone number	1 (345) 947-5050
	Website	N/A
	Name of principal/manager	Ms. Janet Hayles
	Name of owner	Mr. Paul Rankin and Mr. Gary Rankin
	Date of this inspection	March 17 – 18, 2025
	Date of last inspection	February 8 – 9, 2023
Children		
	Number of children on roll	74
	Age range of the children	2-5 Years
	Groups	Infants, Pre-Kindergarten, Kindergarten
	Number of Caymanian children	64
	Number of children with additional learning support needs	7
	Largest nationality group of children	Caymanians
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	11
	Teacher-child ratio	1:7

Context

The Achievement Centre has been in operation since 1996 and is located in a purpose-built facility on Shamrock Road in Red Bay, George Town. The centre was established by the late Mr. Kent Rankin and is currently owned and operated by two of his sons, Mr. Paul Rankin and Mr. Gary Rankin. The centre's mission statement is to discover and develop children's potential and to exceed all expectations through fun learning. The Achievement Centre's expressed primary purpose is to develop the whole child both intellectually and socially, emotionally and physically, additionally the Centre prides itself on promoting a Christ Centred learning environment.

There are currently six classes including Infants 2 A & B, Pre-Kindergarten 1 and 2, Kindergarten 1 and 2.

Overall Judgement History

Cycle 1 Inspection	November 2019	Satisfactory
Cycle 2 Inspection	February 2023	Good
Cycle 3 Inspection	March 2025	Good

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	Good	N/A
	1.2 Progress	N/A	Good	N/A
Social Emotional development	1.1 Attainment	N/A	Good	N/A
	1.2 Progress	N/A	Good	N/A
Communication and Language development	1.1 Attainment	N/A	Good	N/A
	1.2 Progress	N/A	Good	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	Good	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	Good	Good	→
3.2 Learning	Good	Good	→
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	Good	Good	→
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	Good	→
6.2 Self-evaluation and improvement planning	Satisfactory	Good	↑
6.3 Links with parents and the community	Good	Good	→
6.4 Staffing and the learning environment	Good	Good	→

What the Setting Does Well

- Leadership promoted shared decision-making, empowering staff through collaboration and ensuring the smooth operation of the setting.
- Strong relationships between staff, children and families created an inclusive, supportive environment. Open communication and mutual respect fostered children's well-being and belonging.
- High-quality resources and engaging spaces supported child-initiated learning. This approach encouraged children to explore their interests and develop a love for learning.

Recommendations

1. Ensure all children, including those with learning support plans (LSPs), achieve their learning goals through targeted, structured, and responsive teaching strategies.
2. Ensure teaching is of consistently high quality in all contexts, including teacher-led group sessions and during outdoor learning opportunities.
3. Refine assessment methods to ensure accuracy, validity and reliability, supporting informed decision-making and meaningful insights into children's progress and learning outcomes.

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	Good
	1.2 Progress	Good

Cognitive development

Children’s attainment in the cognitive domain was judged as good. Children were actively engaged in various learning experiences that enhanced their development. They explored their environment with magnifying glasses, observing different types of frogs and an iguana. In other classes, they used binoculars made from cardboard toilet paper rolls to search for letters around their classroom and Caymanian flora and fauna. Toddlers successfully demonstrated colour-matching skills by using tweezers to transfer pompoms to the corresponding coloured sections of a tray with precision and coordination. Children used rolling pins to make flour dumplings for conch stew. Additionally, through Jolly Phonics, older children developed their phonics skills, confidently saying letter sounds and providing words that started with the given sound. Younger children were also building their phonological awareness, showing early literacy development. However, skills of phonological awareness needed to be better developed across the centre.

Children’s progress in the cognitive domain was judged as good. The children made notable progress in various areas of learning. They learned about the life cycle of turtles, and one child was able to explain the threats faced by juvenile turtles and how they reduce their risks. They also demonstrated numeracy skills by counting and identifying numerals. In a pre-kindergarten class, almost all children used money to purchase produce from a vegetable market; correctly ordering items and paying the market attendant the requested amount. Afterwards, they took the ingredients to the kitchen centre to prepare a traditional Caymanian meal. Additionally, most children were beginning to develop spatial awareness as they moved and fitted objects together. Almost all children showed increasing independence in their activities, confidently making choices and carrying out tasks with minimal assistance. The setting needed to further expose children to rich opportunities to develop their early scientific understanding.

Areas for development

- Provide rich opportunities for children to investigate through inquiry-based experiences.
- Provide more rich opportunities for children to develop phonological awareness.

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

Social Emotional development

Children's social-emotional development was judged as good, with observations demonstrating growth across key areas of self-awareness, relationships, emotional regulation and responsibility. Children displayed a positive sense of self and identity. Older children at the centre exhibited emotional awareness and self-regulation, managing their behaviour effectively in various contexts. They also showed empathy and care for others, as seen when classmates comforted a peer who was upset by offering hugs and rubbing her back. Secure relationships with adults enabled children to seek out support when frustrated or in need of help, while their ability to accept guidance and affirmation was demonstrated when they adjusted their work and behaviour. Children also demonstrated an awareness of their role in the environment and the reciprocal relationship between caring for nature and its benefits to humans. This was evident in their discussions about plant growth and their continued care for a 'gungo' pea plant that had been planted some time ago. Their ability to reflect on their experiences and take pride in their accomplishments was observed when a child excitedly called a teacher over to showcase the tall tower she had built with blocks.

The children have made good progress in their social-emotional development. Their growing awareness and appreciation of culture were evident in their ability to recognise national symbols, explain the significance of elements on the Cayman flag and identify its colours. For example, children in the Kindergarten classes could articulate the symbolic meaning of various components of the Coat of Arms of the Cayman Islands. Children also showed a growing understanding of rules, routines and cooperation. They adhered to classroom expectations and demonstrated self-regulation during structured transitions. For instance, they used breathing strategies like "blow out the candle and smell the flowers" to manage their emotions and behaviour.

Areas for development

- Foster a growing capacity for self-regulation in all children by providing opportunities that encourage them to accept challenges, manage change and cope with frustration.
- Encourage all children to demonstrate an awareness of and concern for the safety and well-being of others by promoting peaceful collaboration and cooperation within groups.

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

Communication and Language development

Children's attainment in the communication and language domain was judged as good. Almost all children actively engaged in various communicative and creative experiences, building their confidence in expressing themselves. They shared information with peers, staff and new adults at the centre, discussing their activities, ideas and family events. In dramatic play, they recreated roles in the home living centres, immersing themselves in different scenarios. They also danced to traditional Caymanian songs, embracing cultural expression and used art as a means of self-expression through drawing, colouring and painting. Additionally, in the most lessons, children demonstrated active listening skills, responding appropriately to questions and comments as they processed information. Their ability to communicate effectively and engage meaningfully in discussions contributed to their overall language and social development.

Children's progress in the communication and language domain was judged as good. Children made progress in their early literacy skills. Older children began forming words and sentences, showing an understanding of letter-sound relationships, while younger children practised scribbling and attempted to trace letters. Additionally, children improved their ability to engage in meaningful conversations, confidently sharing their thoughts and experiences. Their communication skills allowed them to interact more effectively with others. To further support their progress, increasing opportunities for writing throughout the centre, including outdoor spaces, would help reinforce these emergent writing skills.

Areas for development

-Provide more rich opportunities for children to progress through the developmental writing process.

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 met the expected outcomes for their age. They engaged in a wide array of activities that developed both fine and gross motor skills. For example, children demonstrated age-appropriate dexterity by lacing holes punched in sea grape leaves and pinching playdough into balls to cover patterns forming the letter 'V.' In Kindergarten 2, children practiced hitting a ball using coconut bats, with almost all demonstrating expected levels of hand-eye coordination, grip strength, balance, and wrist control. Additionally, children exhibited body control through freeze movements in dance activities and hand strength when using shovels to dig soil for planting seeds. Additionally, children displayed age-appropriate balance, coordination and core strength while walking with filled containers of water to water plants at a distance from the water source, climbing play structures, sliding and swinging.

Progress in physical development was judged as good. Observations indicated that almost all children made expected progress within this domain. During cutting activities, older children demonstrated increasing wrist and hand control, grip strength and bilateral coordination as they progressed from cutting paper to cutting along straight lines, then curved lines and finally around shapes. Development in grip style was evident during breakfast and lunch when infants used a palmar grasp to hold their spoons, while toddlers adopted a fist grip, making scooping more efficient. Younger children showed improved control with a tripod or pincer grip, which reduced food spillage. Throughout the centre, children used age-appropriate grasps for mark-making as they wrote on vertical whiteboards, paper, traced letters, and practiced writing their names.

Areas for development

- Children need more opportunities to develop awareness of rules for safe movement so that they navigate classroom spaces without bumping into each other.

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

Social emotional learning

Children's social-emotional learning was judged as good. Almost all children consistently engaged in age-appropriate behaviours that reflected their growing understanding of rules, relationships and collaboration. They generally followed classroom rules and expectations, occasionally testing boundaries as part of their natural development. Although a minority of children across the centre had difficulty controlling their behaviour during whole group sessions such as circle time, the majority were able to take turns and use kind words while in groups. Children responded positively to nurturing care and feedback, fostering security and confidence. This was evident when they beamed with pride after receiving praise for sharing toys or completing tasks like building a tall tower or creating a detailed drawing. Secure attachments with teachers were also evident, as children sought support, guidance and affirmation. They eagerly shared exciting discoveries, such as finding hidden numbers during scavenger hunts, or sought comfort when upset. Additionally, children progressed from parallel play to collaborative interactions. During a water play session with noodle boats, children confidently discussed why some boats floated while others sank, listened to peers and demonstrated growing social skills and teamwork.

Understanding of and appreciation for culture, religion and the environment

Children's understanding and appreciation of culture, religion and the environment were judged as good. The centre provided rich, hands-on experiences to strengthen their sense of identity and awareness of global cultures. A dedicated culture room provided children with the opportunity to engage with Caymanian artefacts, national symbols, and traditional attire while also learning about other cultures. Additionally, children demonstrated respect for diverse religions, as they could name various faiths and share, within age related expectations, some information about Buddhism, Islam, Christianity and Taoism. Children confidently identified national symbols and explained the meaning of the pineapple, lion and three stars on the Coat of Arms. Songs featuring the Cayman parrot were incorporated into learning and children developed fine motor skills by feeding plastic worms to a Cayman parrot made from an old shoebox. The centre promoted children's awareness of various cultures and world religions through displaying symbols from Islam, Hinduism, Taoism, Buddhism and Christianity and providing books from Trinidad, Jamaica and other countries. Children dressed in traditional attire from various cultures, reinforcing respect for diversity. Environmental responsibility was integrated into daily routines. Children cared for a garden with pumpkins and peas, engaged in recycling and composting and interacted with a rabbit and parakeets. A model of Queen Elizabeth's Botanical Park in one class allowed children to explore the Blue Iguana and native flora interactively. These experiences nurtured their cultural pride, global awareness and environmental responsibility.

Areas for development

- Encourage children to use effective communication to express themselves respectfully as is age appropriate using words rather than physical actions.
 - Teach children how to effectively use calming areas and a wide variety of strategies to self-regulate and manage their frustrations with less teacher support
 - Promote child-led initiatives as is age appropriate by supporting children to lead small environmental projects to foster independence and responsibility.
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Performance Standard 3 Ensuring effective teaching to support our children's learning and development	
Quality Indicator	Inspection Judgement
3.1 Teaching	Good
3.2 Learning	Good
3.3 Observation, assessment and planning	Satisfactory

Teaching

Teaching was judged as good. Teachers planned engaging learning experiences that catered to children's developmental needs. Activities such as searching for turtle eggs in the sand in Infant 2B enabled children to develop fine motor skills and understand the life cycle of a turtle. Children used shovels to carefully scoop and replace the eggs. Meanwhile, rolling dough outdoors encouraged rich language and sensory development as children experienced and described textures. In Pre-Kindergarten 1, children strengthened their mathematical, conversational and problem-solving skills by purchasing items from the market and using them to prepare a Caymanian meal. Staff demonstrated a sound understanding of how children learn and develop, implementing effective routines that created calm and safe environments. While most transitions between activities were smooth, some required further attention. There was an appropriate balance of child-initiated and adult-directed play, with child-led activities generally being more successful. The learning environment was well-resourced and, in most cases, well-organised. Classrooms were literacy-rich, though more creative strategies were needed to support writing development. Adults and children shared warm, nurturing relationships, fostering a positive atmosphere for learning. However, to enhance outcomes, teachers needed to ensure plans more closely aligned with the centre's curriculum. Additionally, providing more opportunities for experimentation, risk-taking and critical thinking would further support children's development.

Learning

Learning was judged as good. Almost all children demonstrated motivation, interest and enjoyment in their learning experiences. This was evident as they moved freely around the learning spaces, selecting activities that captured their curiosity and engaging with them for extended periods. Their enthusiasm was further highlighted through their questioning and exploration. For instance, in the Kindergarten 2 class, children played with toy airplanes while discussing a trip to Jamaica. They used a map of Grand Cayman to locate and colour their district, engaging in meaningful conversations with adults about where they lived. Similarly, in Pre-Kindergarten 1, children used makeshift binoculars to explore their surroundings, eagerly identifying elements of the Cayman environment, such as the Wild Banana Orchid. These activities enabled children to make connections between their learning and real-world contexts. Additionally, they displayed a sense of responsibility for their own learning by independently selecting tasks and participating actively. While they reflected on their daily activities, they now need to develop skills to reflect more deeply on their own learning processes. Encouraging greater resilience would further support their growth, enabling them to navigate challenges with perseverance and confidence.

Observation, assessment and planning

Assessment was judged as satisfactory. Observation-based assessment was used to track children's developmental performance and inform lesson planning. However, there were challenges mapping the online assessment tool with the aspects of the Cayman Islands Early Years Curriculum Framework (CIEYCF), which impacted the accuracy of children's learning profiles. Additionally, there was a gap in how progress was measured to track growth effectively. Despite these challenges, baseline assessments, teacher reflections, notes recorded in the online assessment tool, checklists, pictures and discussions with parents adequately allowed the staff to assess children's skills and determine learning needs and plan targeted support, ensuring that most children made expected progress. At an age-appropriate level, early childhood staff encouraged children to discuss and reflect on their learning experiences. Lessons were planned based on the cohort's overall needs as well as the developmental needs of individual children. While assessment processes required improvement, staff made efforts to gather meaningful insights into children's development through informal evaluations.

Areas for development

- Ensure planning and the assessment systems are cohesively and comprehensively linked to the setting's curriculum.
- Strengthen observation records and learning documentation to ensure they are both valid and reliable, accurately measuring children's progress and allowing for consistent results.

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, offering an inclusive, broad, and well-balanced programme that supported children's holistic development. The centre followed the Cayman Islands Early Years Curriculum Framework (CIEYCF), ensuring a play-based approach that integrated multiple areas of learning. Enrichment activities, community engagement and structured learning experiences helped almost all children make expected progress. The curriculum was enriched through field trips to places such as the Turtle Centre, Pedro Castle, Heritage House and the supermarket, allowing children to make real-world connections. Additionally, community members, parents, and visitors contributed to learning, enhancing children's experiences. Children actively participated in Remembrance Day and National Heroes Day ceremonies, deepening their awareness of Caymanian heritage. A specialised culture room and intentional classroom spaces further reinforced national identity and cultural appreciation. Children showcased their talents through performances at events such as the Early Years Spring Extravaganza, Inspiring Progress, the Ministry of Education's (MOE) Teachers' Welcome Back Ceremony and the Christmas concert. The curriculum was reviewed annually with staff input, ensuring continuous improvement. Long-range and short-range plans were linked to the CIEYCF, but daily lesson plans were not always clearly aligned. Progression pathways were evident.

Areas for development

- Enhance the curriculum with engaging enrichment activities that deepen early scientific skills, encouraging children to confidently predict, ask questions, observe, record and draw conclusions.

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

Health and safety

Health and safety were judged as good. The premises were secure, with regular safety checks conducted both indoors and outdoors to ensure a safe environment for all children. These checks were consistently recorded. Risk assessments were carried out for field trips and most other relevant activities. Policies aligned with regulatory requirements and all necessary inspections were up to date. While most staff had completed required child safeguarding training, child safeguarding training requirements were not always met in a timely manner. Staff showed a strong understanding of reporting procedures for suspected abuse or neglect; however, child protection officers required further support to confidently report concerns according to the required procedure. Fire, earthquake and tsunami drills were completed as required and records were well maintained. Maintenance records were accessible, demonstrating an organised approach to facility upkeep. Healthy lifestyles were actively promoted through the provision of nutritious meals, support for healthy snacks, hydration, sun safety and adequate rest. While opportunities for physical activity were provided, greater emphasis on vigorous exercise would be beneficial.

Support and guidance

Support and Guidance were judged as good. A well-implemented policy for children with additional learning support needs allowed for timely identification and effective intervention ensuring children's individual needs were met through a structured and inclusive approach. Upon entry, all children underwent baseline assessments, and those identified for further support completed the Ages and Stages Questionnaire (ASQ). Teachers used observations from daily interactions and one-to-one sessions to inform targeted learning goals. A structured six-week teacher observation period was followed by further Special Educational Needs Coordinator (SENCO) assessments, ensuring a thorough evaluation process. Collaboration between parents, staff, and external specialists was effective in developing intervention plans to support children's progress. Children received tiered interventions, including teacher-led strategies, centre-wide support, and additional targeted assistance (Centre Action Plus). Staff also observed and implemented specialist strategies used by Early Intervention Programme (EIP) professionals to provide consistent support. The Centre reported that a significant minority of their children receiving support transitioned out of the phased support. Transitions into, from, and within the centre were well managed, ensuring children and parents felt supported throughout the process. Social-emotional stories helped children struggling with behaviour and self-regulation, and positive, nurturing staff-child relationships created a caring atmosphere.

Areas for development

- Ensure all required training is completed as required.
 - Ensure that Learning Support Plans (LSPs) for children with additional needs are written with measurable smart goals.
 - Ensure that teachers consistently incorporate specific targets from each child's Learning Support Plan (LSP) into their lesson planning, tailoring activities and strategies to meet individual needs and support measurable progress.
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Performance Standard 6 Leading and managing in partnership with parents and the community	
Quality Indicator	Inspection Judgement
6.1 Leadership	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Links with parents and the community	Good
6.4 Staffing and the learning environment	Good

Leadership

Leadership was judged as good. The leadership team demonstrated competence and commitment, positively impacting children's outcomes by fostering a quality learning environment and positive relationships across the setting. Leaders implemented effective systems for teacher performance management, including regular formal and informal walkthroughs, peer evaluations and feedback sessions. However, to further enhance performance management, leaders now needed to refine evaluation templates to include a rubric for more refined assessment of teaching and its impact on learning. A performance management system was not currently in place to evaluate the work of the Principal. Professional development was structured with training opportunities tailored to the needs of both the staff and the centre. The centre maintained an inclusive setting, welcoming children with diverse backgrounds and varying needs and staff provided appropriate support, creating an environment where all children could thrive. Staff well-being was prioritised and staff received incentives and rewards, fostering a positive workplace culture. Collaboration among staff was evident, as they actively engaged in planning and supported each other throughout the day. A distributed leadership model contributed to the smooth operation of the centre, allowing for shared responsibilities and professional growth. An established Advisory Body, comprising the centre's owners/directors and Parent Teacher Association Executive Board, was in place. This body played a role in making decisions about the work of the setting, but now needed to act in a more strategic and informed capacity to make more impactful changes at the centre.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as good. Systems and procedures were in place to effectively monitor the work of the setting, including data analysis of children's achievements, surveys to gather feedback and teacher performance evaluations. The Self-Evaluation Form (SEF) and School Improvement Plan (SIP) were developed collaboratively, ensuring a shared vision for continuous improvement. However, while objectives for improvement were clear, the actions planned to achieve them were not always well-developed or thorough. More indepth knowledge and understanding of the First Steps to Success framework would support staff and leaders in more accurately assessing their work through more genuine self-reflection. Progress had been made in addressing recommendations from the previous inspection report, reflecting a commitment to development.

Links with parents and the community

Links with parents and the community were judged as good. The setting maintained successful and creative methods of communication with parents and relevant adults through one-on-one meetings, emails, WhatsApp, Facebook, flyers, telephone conversations, a suggestion box, surveys, newsletters, and face-to-face meetings. Parents were kept well informed about their children's development, health, care, and learning. Themes and learning areas were sent out monthly and daily, allowing parents to support their child's learning and to provide resources for projects. Consistent engagement fostered a strong partnership in children's education. Parents supplied materials for topics, including donating a pair of lounging chairs for the library. Termly parent conferences were held to discuss children's progress. Also, parents read to children who borrowed books from the centre's library and participated in the Ages and Stages Questionnaire (ASQ) for developmental insights. The centre collaborated with early childhood centres and schools, sharing best practices. It donated to organisations such as the Cancer Society and Meals on Wheels, while community partnerships secured donations like computers, iPads, and tents. Participation in local events enriched learning. Children, parents, and staff paraded with the Cayman Islands flag for Heroes Day. At Remembrance Day, a kindergarten child laid a wreath in honour of veterans.

Staffing and the learning environment

Staffing and the learning environment were judged as good. The centre was staffed with dedicated professionals who formed strong relationships with the children and possessed the necessary skills to support their overall development. The centre successfully retained several long-serving employees while maintaining the required adult-to-child ratios. Staff, including leaders, were deployed effectively, with the Principal considering their strengths and interests when assigning roles within the distributed leadership model. All staff members were clear about their responsibilities and confidently articulated information during inspection meetings. The learning environment was designed to be safe and effective in supporting children's learning, with well-resourced learning centres in classrooms, a computer lab, a culture room, a lunchroom and a hall. Although underutilised, the outdoor area provided well organised areas for learning opportunities. The centre was accessible to all children and well-resourced, with most classrooms organised in a way that encouraged independent exploration and inspired learning. Staff now needed to ensure that all learning environments, particularly outdoor spaces, were utilised more frequently, creatively and effectively.

Areas for development

- Revise the tool for teacher performance management to ensure more effective and objective evaluations.
- Ensure the Advisory Board plays a proactive and supportive role in strategic planning.
- Develop and implement more effective strategies and actions to successfully achieve the objectives outlined in the school improvement plan.
- Revise report cards to align with the centre's curriculum and developmental domains, ensuring clear progression. Include personalised next steps consistently for each year group to guide parents in supporting their child's continued learning.

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	66	Staff	13
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Parents

Sixty-six parents completed the parent survey. Almost all parents expressed a high level of satisfaction with the quality of education provided at the early childhood setting, demonstrating strong confidence in the setting's ability to nurture and educate their children effectively. Additionally, they agreed that their children enjoy attending, feel safe and have access to a wide range of age-appropriate play-based learning experiences. Leadership and staff engagement were also highly praised, with all parents recognising the positive impact of leaders in fostering an inclusive environment and supporting their children's achievements. Furthermore, almost all parents acknowledged the competence and dedication of the teaching staff. While most parents felt that their children developed an appreciation for culture, religion and the environment, this area received slightly lower ratings compared to others. Most parents also believed that their views were valued in shaping centre-wide improvements. Most parents agreed that support for children with additional learning needs was generally well provided for, with a minority of parents reporting this area was not applicable to them.

Staff

Thirteen staff members completed the pre-inspection survey. All staff agreed that the early childhood setting provides a good quality of education. All staff stated that children demonstrated positive behaviour and effectively managed their own feelings and actions in age-appropriate ways. All staff confirmed that children make good progress across all developmental domains and achieve age-appropriate benchmarks. All staff recognised that children have an understanding and appreciation of culture, religion and the environment. All staff agreed that the setting promote a positive learning environment, balancing adult-directed and play-based, child-initiated experiences. All staff noted that children are independent learners who make purposeful decisions about their learning. All staff confirmed that good assessment systems are in place, using evidence-based observational approaches. All staff acknowledged that the setting is a safe and caring environment for all members of the community. All staff agreed that children are supported in choosing a healthy lifestyle and understanding how to keep themselves safe. All staff stated that they are knowledgeable about reporting procedures under the Children Act (2012), and that the setting provides good support for children with additional learning needs and has effective transition arrangements across different stages. All staff agreed that adults and children enjoy positive relationships within the setting. All staff recognised that leadership is effective, positively impacting children's achievements while fostering an inclusive environment. All staff agreed that there is regular, reliable communication between staff and parents, and that parents are actively involved. All staff agreed that strong connections with the wider community enhance children's learning, and that the setting has qualified staff, good-quality resources and high staff morale.

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
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CAYMAN ISLANDS GOVERNMENT



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