



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

MARCH 2025



CAYMAN BRAC DAY CARE CENTRE

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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	Cayman Brac Day Care Centre
	Address	296 Ashton Reid Drive, The Bluff, CYB
	Telephone number	1 (345) 948-2672
	Website	Not Applicable
	Name of principal/manager	Vacant
	Name of owner	Cayman Brac District Administration
	Date of this inspection	March 10 – 11, 2025
	Date of last inspection	February 27 – 28, 2023
Children		
	Number of children on roll	35
	Age range of the children	6 months to 3 years
	Groups	4
	Number of Caymanian children	26
	Number of children with additional learning support needs	2
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	The Cayman Islands Early Years Curriculum Framework
	External tests and assessments	N/A
	Accreditation	N/A
Staff		
	Number of licensed teachers	3
	Number of other staff	12
	Teacher-child ratio	6-12 mths (2:1), 12-18mths (3:1), 18-24 mths (6:1), 24-36 mths (10:1)

Context

The Cayman Brac Day Care is located on the island of Cayman Brac and is the only government-run day care in the Cayman Islands. Officially opened in August 1989, the Centre is operated by the District Administration, Cayman Brac. Its primary mission is to provide quality early childhood care to the community of Cayman Brac. While fees were kept minimal in the past, the Centre ceased charging fees in 2019, reinforcing its vision to offer accessible early childhood services to all members of the community. This initiative has ensured that early childhood services remain inclusive and available to all families on the island.

With the introduction of a Pre-Kindergarten class at the neighbouring primary school in September 2019, the day care now caters to infants and toddlers between the ages of 6 months and 3 years. Demand for spaces remains high, with 35 children currently enrolled at the Centre. Among them, two children have special educational needs and receive speech and language therapy from external providers.

Cayman Brac Day Care operates from 7:30 a.m. to 5:30 p.m., Monday to Friday. Ms. Georgette Watson, the Senior Childcare Attendant, is currently acting as the Childcare Centre Manager until a permanent appointment is made.

Overall Judgement History

Cycle 1 Inspection	March 2020	Satisfactory
Cycle 2 Inspection	February 2023	Good
Cycle 3 Inspection	March 2025	Good

Next Steps

The Centre has achieved its second consecutive good or better rating and as a result, will be inspected within 4 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	Good	Good	→

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	Good	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	Good	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	Satisfactory	→
6.3 Links with parents and the community	Good	Excellent	↑
6.4 Staffing and the learning environment	Good	Good	→

What the Setting Does Well

- There was a warm, caring and friendly atmosphere in the setting, where children felt affirmed, valued, and respected.
- The early childhood setting fostered an inclusive learning environment that supported the participation of all children. Staff demonstrated a strong understanding of individual differences, thoughtfully adapting to the varying styles, paces, and focuses of each child's learning and development.
- Teachers planned engaging, high-quality learning experiences, resulting in children displaying high levels of enjoyment, engagement, and motivation in their learning.
- Links with parents and the community were judged to be excellent. The setting maintained strong connections with the local community, demonstrated by its active participation in a variety of organised events that engaged both the day care and children's families.

Recommendations

1. Further strengthen assessment systems by aligning the focus areas of the Cayman Islands Curriculum Framework with the four universal domains of the OES Early Childhood Inspection Framework, to enhance the tracking and reporting of children's learning and development
2. Enhance self-evaluation and improvement planning processes by maintaining a clear focus on measurable outcomes to drive meaningful progress, and by using high-impact, precise language in school improvement planning documents.

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 achievement in the Cognitive domain was judged as good. In observations, across almost all sub-domains, almost all children consistently demonstrated expected levels of age-related knowledge, skills and understanding that were in line with development norms and outcomes. During the inspection, children participated in a range of activities to develop and showcase their negotiating, problem-solving, and cooperating skills. The older children in the Butterflies group made cookies from playdough and the younger children in the Lady Bugs roleplayed brushing their teeth and visits to the dentist. The youngest children in the Froggies class pretended to speak on the phone. The older children used objects of different colours and shapes to create various patterns, while others made markings or matched the initial sounds of pictures to the correct letters. In addition, the oldest children used the correct colour paint to replicate given patterns, or used pictures and letter sounds to spell CVC words. Older children could name 2D shapes and in the toddler classes, children developed spatial awareness through age-appropriate puzzles, stacking and building block activities. Most of the older children were able to sort and classify objects using colour and/or shape. Children were developing understanding of shape, number, size and weight through their engagement in block play. However, there was the need for staff to enhance their support for children’s natural engagement with early mathematics and numeracy through play-based activities and everyday situations in the outdoor environment.

Children’s progress in the Cognitive domain was judged as good. Children’s progress records and work portfolios showed almost all children made expected or better progress in this domain. Older children progressed well in their understanding of patterns and matching initial letter sounds to pictures. Children deftly manipulated play dough smoothing and rolling and then kneading pieces of play dough to form letters. Children experimented with a variety of media such as paint, play dough, crayons, as well as construction and model making. Children developed a range of skills in observing and making sense of the world around them. They tested floating and sinking where they described their findings and noted the similarities and differences between different materials in water. On a trip to the library, a group of children could distinguish between skeletons of fish and humans. Children displayed the capacity to respond to a variety of thought-provoking questions that required them to think and question their ideas about the world. On a nature walk, a child could identify the distinctive sound of the Cayman parrot. Another used comparative language to describe the sizes of shadows cast on the ground. Older children knew about the life cycle of plants and that plants needed air, water and sunlight to grow.

Areas for development

- Promote children’s natural engagement with early mathematics and numeracy through play-based activities and everyday situations in the outdoor environment.
- Utilise the music wall to promote structured learning opportunities for children to explore sounds and beats.

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

Social Emotional development

Social emotional development was judged as good. Almost all children demonstrated age-appropriate understanding of the boundaries of acceptable behaviour. Children were developing well socially and demonstrated awareness and kindness toward one another. For example, during the inspection, one child showed concern by asking about a friend who had not yet arrived. When the child did arrive shortly after, he was warmly welcomed by his peers. Staff supported children in developing the language skills needed to identify and understand their emotions. As a result, almost all children were learning to manage their feelings and to develop an awareness of others' needs alongside their own. Additionally, almost all children demonstrated independence and agency by making choices and decisions about their activities. They confidently engaged in cooperative play, both in pairs and groups, showing strong abilities in negotiation, leadership, turn-taking, and sharing. An excellent example was observed when children roleplayed police and crime scene investigators and shared resources including a camera which they used to take pictures of peers and the crime scene.

Children's progress in the Social emotional domain was judged as good. Children progressed well in their developing capacity to express their thoughts and feelings. Through singing, daily routines and play, children developed functional skills, such as putting away toys and tidying work and eating areas. Staff used praise effectively to affirm good behaviour. Consequently, almost all children demonstrated positive learning dispositions such as resilience and persistence. Children's social skills were judged to be good. The overall ethos of the setting was welcoming, warm and reassuring and children were encouraged to respect one another and cooperate throughout the day. Teachers modelled good behaviour and manners and regularly reinforced expectations around saying 'please' and 'thank you'. They encouraged children to help each other, particularly during tidy-up and snack times. Positive, collaborative interactions were evident as most children worked together well.

Areas for development

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

Communication and Language development

Children's achievement in the Communication and Language domain was judged as good. During the inspection, almost all children enthusiastically participated in singing and action songs during Devotion. The youngest children vocalized as they imitated sounds made by adults, demonstrating emerging communication skills. Overall, children's listening skills were judged to be good. Staff thoughtfully planned a variety of listening activities throughout the day, including nursery rhymes, stories, music, and songs, to support the development of these skills. Most children demonstrated good verbal and symbolic communication, although a minority had less developed language skills. Opportunities to strengthen verbal and symbolic communication were integrated throughout daily routines and activities. As a result, the majority of children were able to express themselves confidently. In most observed activities, children engaged in conversations with both peers and adults, taking turns appropriately and listening attentively to others. Older children could recognise their own names and those of their peers in print, showing emerging literacy awareness. All children actively participated in storytelling sessions, both in whole-group and small-group settings, with ample opportunities for them to interact with books daily. These experiences were further enriched through planned weekly visits to the community library. As a result of these consistent and varied opportunities, children's book-handling skills were well developed, and their enjoyment of stories and reading was clearly evident.

Children progress in the Communication and Language domain was good. Almost all children made good progress in developing early literacy skills and emergent writing. Toddlers actively participated in finger rhymes, songs, and shared stories, ably supported by attentive staff. In the oldest group, a child with additional learning needs joined an activity where animals were hidden in peas, identifying them as the teacher made corresponding animal sounds. Another child used foam to form letters and markers to trace them, promoting early writing skills in an enjoyable, sensory-rich way. Babies and toddlers had opportunities to explore and interact with age-appropriate toys that produced sounds when manipulated by pulling levers or pressing buttons, supporting early cognitive and sensory development. Children had regular opportunities to express their ideas and contribute to discussions. Praise was used effectively to build children's confidence and encourage participation. Almost all children demonstrated active listening behaviours. For example, toddlers turned their heads toward staff giving instructions, indicating attentive engagement. Listening skills were nurtured through various contexts, including socio-dramatic play, where conversation skills were enhanced through careful listening and turn-taking.

Areas for development

- Improve planned opportunities for the children to explore rhythm, rhyme and sounds.

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

Physical development

Children's achievement in the Physical domain was judged as good. Older children engaged their senses, as well as the gross and fine motor muscles in their arms, hands, and fingers, while working with materials such as rolling play dough and scooping and pouring sand. Children's understanding of making safe and healthy choices was good. Daily routines encouraged healthy lifestyles by ensuring children regularly washed their hands and took responsibility for their personal hygiene. There were frequent opportunities to exercise both inside and outside classrooms. During outdoor play, most children displayed confidence and dexterity and were able to run, jump, climb, ride trikes, and use the swings. Additionally, they were developing emergent writing skills through opportunities for early mark-making, with most children steadily improving their fine motor skills. As a result, most children developed age-appropriate fine and gross motor skills and gained increasing control over their bodies. Naptime was safe and orderly with effective routines in place to which children responded positively. Children expressed their needs well. For example, letting staff know they wanted to go to the toilet or were thirsty.

Children's progress in the Physical domain was good. The caring ethos and secure routines ensured that children were progressively gaining independence in managing their bodily needs and preferences. Observations and development records indicated that almost all children made good progress in both their gross and fine motor development. Babies confidently grasped and transferred toys between their hands, while older children showed steady improvement in their ability to write letters, demonstrating increasing control and coordination. Children engaged confidently in sensory play, deftly scooping and pouring sand with precision. Almost all children exhibited good control and balance as they rode tricycles, climbed obstacle walls, and played on swings. Additionally, their hand-eye coordination was well developed, as observed in various activities both indoors and outdoors. Outdoors, children participated in a suitable range of activities designed to promote balance, coordination, and large muscle development. Older children demonstrated increasing control over their movements, walking along balance beams and safely navigating open spaces while riding tricycles. However, there were limited opportunities for children to engage in structured activities to promote targeted skill development through play. Overall, almost all children displayed confidence and competence in their developing gross and fine motor skills, supported by an environment that encouraged active play and physical exploration.

Areas for development

- Provide regular opportunities for children to engage in targeted skill development through games and structured play opportunities outdoors.

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

Social emotional learning was judged as good. Children’s sense of identity and belonging was very effectively supported through thoughtfully planned activities and meaningful displays within the setting. Visual prompts helped reinforce appropriate behaviours and expectations. For example, when a group of children were seen running indoors, the teacher directed them to a display on the door, which read “No running.” The children read the sign aloud, and the teacher prompted them to return and follow the instruction, providing a clear, positive reminder of expected behaviour. Throughout the day, almost all children demonstrated positive conduct and behaviour. They followed established rules during both structured and free-choice activities, participating cooperatively in whole-group sessions such as circle time, as well as in individual and small-group play. Almost all children managed their feelings and behaviours appropriately and consistently displayed a sense of emotional security and well-being.

Strong, healthy emotional bonds with caring and responsive staff members contributed to this secure environment. Almost all children separated from their parents with ease in the mornings and settled quickly into the day’s activities. They readily accepted guidance from adults when needed, often responding to instructions or redirection promptly and respectfully. Interactions between children were consistently positive. Instances of conflict were rare, and when disagreements did occur, they were typically resolved quickly, often with minimal adult intervention. Children were respectful towards one another and warmly welcomed their peers on arrival, contributing to a nurturing, inclusive, and supportive learning environment.

Understanding of and appreciation for culture, religion and the environment

Children's understanding of and appreciation for culture, religion and the environment was judged as good. The setting successfully supported the children to gain a positive sense of their own identity and unique family and culture. Rooms displayed pictures of children and their families promoting children's sense of self and belonging. There were artefacts and symbols depicting aspects of Caymanian culture and heritage throughout the setting as well as a beautiful display in the foyer. However, children were not observed regularly interacting with the displays during the inspection. Children's awareness of religion was good. A strong Christian ethos was fully embedded across the Centre. All children participated in singing Christian choruses and prayer during devotions. Children were learning the national song and almost all stood respectfully while the song was sung. On a nature walk, a child was able to identify the distinctive sound of the Cayman Parrot. Pictorial evidence showcased children learning various skills, such as thatching making and plaiting. Heritage House representatives taught the children about Caymanian culture and heritage. Diversity was celebrated through events like the "Culture Day" where guests and parents highlighted different cultures. One class had picture cards of cultural and historical sites from around the world for the children to explore. Regular opportunities were provided for children to play in the outside area and go on nature walks and these provided opportunities for children to explore the natural environment around the Centre. The Greenhouse and vegetable gardens helped children develop an understanding of what plants needed to grow. The fish tank in the foyer and a visit from a local farmer with his cows provided opportunities for the children to appreciate living creatures and explore the reciprocal nature of our relationships with them.

Areas for development

- Embed aspects of local culture in everyday activities, systematically promoting children's understanding of and appreciation for Caymanian culture and heritage.

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	Good

Teaching

Teaching was judged as good. Staff employed a range of effective interaction strategies to support children’s learning, such as explaining the concept of patterns, providing timely scaffolding, and demonstrating how to create a ball using playdough. They also enriched interactions through the intentional use of expanded vocabulary and language. Staff acted as partners in play activities, building on children’s interests, contributions, and ideas. They supported children in making connections in their thinking by actively listening and posing open-ended questions. Teachers demonstrated good subject knowledge and a strong understanding of children’s developmental stages. Where teaching was particularly effective, staff planned activities that thoughtfully considered the varying abilities and interests of the children. Teachers made effective use of open-ended questions to encourage children’s critical thinking and reflective skills. For example, after a group of children problem-solved how to rescue a cat during socio-dramatic play, a teacher asked, “How do you think the cat feels now that it’s been rescued?” to which a child thoughtfully replied, “She is happy.” All staff consistently demonstrated a balanced approach to play, ensuring children had opportunities to take the lead in their own learning through self-directed activities while also benefiting from purposeful, well-planned adult-led experiences. This approach fostered children’s autonomy, built their confidence, and supported the ongoing development of essential skills.

Learning

Learning was judged as good. Almost all children displayed interest, motivation, and enthusiasm for their learning. Even the youngest children demonstrated natural curiosity and inquisitiveness as they explored materials and investigated how things work. All children were motivated learners who actively engaged in socio-dramatic play and creative activities. Almost all children were active participants in their learning, seeking out activities that reflected their interests. They were able to connect their learning to real-life situations. For example, the oldest children in the Honey Bees class engaged in pretend play, using a hose and firefighters' costumes to rescue occupants from a 'burning' cardboard house. They confidently identified the emergency number "911" and imitated the sound of a fire truck. Children clearly enjoyed learning through play in this setting and consistently demonstrated positive learning dispositions such as resilience and perseverance, particularly when tackling appropriately challenging activities. This was evident when a child problem-solved how to rescue a cat during socio-dramatic play. Staff provided a stimulating and well-resourced indoor learning environment, enhanced with displays and prompts to support children's learning. As a result, children were enthusiastic, motivated learners who were happy and eager to attend the Centre.

Observation, assessment and planning

Observation, assessment and planning were judged a good. Almost all children recognised their own learning and took pride in their achievements. This sense of pride and acknowledgment of success was evident throughout the setting, with children readily accepting praise and, when necessary, redirection from adults in response to their accomplishments. Staff provided opportunities for children to reflect on their own learning, their actions, and the actions of others. Circle Time was used effectively by teachers to support children in recalling prior learning experiences. Additionally, both Circle Time and daily devotions were used to share stories and discuss the moral messages within them. Comprehensive and systematic documentation of children's learning was utilised for tracking progress and informing planning. All children have completed a baseline assessment, enabling teachers to tailor age-appropriate lessons to meet each child's developmental level and cater to their interests. Portfolios of children's work were maintained by staff and contained a reasonable breadth of information reflecting children's achievements in relation to the early learning goals. However, there was the need for staff to map these early learning goals more explicitly against the developmental domains in the early childhood inspection framework to strengthen the coherence of assessment across the early learning domains. There was evidence of previous annual records that demonstrated children's progress over time. In addition, anecdotal notes were maintained, capturing observations of children's development in relation to expected milestones. Staff had begun the process of moderating their assessment judgements and were starting to use assessment information more consistently to inform planning and meet children's individual learning needs.

Areas for development

- Map children's achievement to the domains in the early childhood inspection framework to promote accurate tracking and reporting.
- Provide additional opportunities for children to reflect on and improve their learning.

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. A clear play-based rationale underpinned the curriculum and children's interests, and curiosity were promoted through exploratory learning experiences. The curriculum statement, along with the medium- and short-term plans, supported the delivery of a cohesive and holistic learning experience for the children. All children experienced a broad variety of play opportunities including socio-dramatic, imaginative and construction play. For example, children had roleplayed being firemen, putting out fires, and saving the victims of the fire. Staff regularly planned and implemented authentic inquiry-based learning experiences which effectively supported children's integrated learning and development. The curriculum was well-organised and delivered through yearly, monthly, and weekly plans based around a variety of topics and themes. It also included specialist areas such as music, swimming, and physical education. Staff provided a suitable range of opportunities for children to learn both within the setting and the wider community. For example, during the inspection, a pastor led a devotion session in which almost all children were actively engaged. Children were given structured opportunities to learn about, interact with, and reflect on their environment. During the inspection, children went on a nature walk and visited the local library. Additionally, they maintained a vegetable garden where they took responsibility for watering and caring for the plants daily. Displays around the setting evidenced children's participation in regular field trips to places such as a farm, fire station, and police station. The outdoor area featured a caboose, and indoors there was a Caymanian Culture and Heritage corner. However, during the two-day inspection visit, children did not engage with the artefacts within the heritage area.

Areas for development

- Utilise the breadth of available resources to intentionally embed aspects of local culture, systematically promoting children's understanding of and appreciation for Caymanian culture and heritage.

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 arrangements were judged as good. All aspects of the setting's operations and premises were secure and safe due to its partnership with stakeholders and agencies that promoted children's safety and welfare. Record-keeping was sufficiently detailed and organised, and regulatory requirements were in place including Fire and Environmental Health, Risk Assessment, Fire Drills Log, Child Protection and Safeguarding Certificates. Health and Safety checks were done daily by the Senior Childcare Attendant. The findings were recorded on the "Maintain X" form which stated whether the risk is high, medium or low. Photographs were included and typically sent to the Facility Manager who acted based on the identified risk level. Sign in and Out procedures were in place and all visitors were required to wear a visitor's badge during their visit. Double door security ensured children cannot access areas with cleaning and other supplies, resources were neatly stored, pathways were clear of objects, the rooms and furniture were baby proof and doors and cupboards were locked. The staff was proactive in addressing safeguarding recommendations. Children disposed of garbage in the appropriate bins for recycling and composting. A culture of safety and accountability existed whereby even the bus driver was aware of expectations. Staff used Doughnut ropes for field trips and Nature Walks and risk assessments are carried out before any field trip occurred. There was a high staff to child ratio and children were vigilantly supervised throughout the day. Hygiene was prioritised; children washed hands after outdoor activities, using the bathroom and before and after meals. Also, the Day Care promoted a healthy lifestyle through the nature walks, nap times, exercises, outdoor play, swimming, track and field and health talks. Parents were encouraged pack healthy snacks, although a minority of children didn't always take healthy snacks.

Support and guidance

Support and guidance were judged as good. The Centre had effective policies and procedures in place to support children with special educational needs and additional learning needs. A designated Special Educational Needs Coordinator (SENCo) oversaw well-coordinated systems that facilitated collaboration between parents, staff, and external providers, ensuring a cohesive approach to intervention and planning. Individual learning support plans were developed for children requiring additional support, and most children made good progress, as evidenced by these plans and assessments conducted by teachers and external specialists. While the monitoring of children's progress in key areas of learning was conducted regularly, there remained a need to better align early learning goals with the four domains of the Early Childhood Inspection Framework. The Centre's Christian ethos, coupled with the staff's strong commitment to children's well-being, fostered positive, secure, and nurturing relationships between staff and children. Staff demonstrated a thorough knowledge of each child's needs and circumstances. Almost all children displayed positive behaviour during lessons and playtimes, with staff consistently reinforcing this through systematic praise. As a result, the Centre maintained safe, supportive learning environments both indoors and outdoors. Well-established routines provided children with a sense of security and supported smooth transitions throughout the day, as children confidently moved between activities in response to staff cues. Transitions into and within the setting were well managed, and strong links with local primary schools helped ensure continuity of experience and progression in children's learning.

Areas for development

- Continue to strengthen partnerships with parents to promote healthy lifestyles, with an emphasis on encouraging healthy snack choices.

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

Leadership

Leadership was judged as good. The Day Care's dynamic team demonstrated a strong ethos of professionalism and partnership. They fostered a collaborative and inclusive environment by actively sharing responsibilities with staff, promoting a sense of ownership, teamwork, and shared purpose throughout the Centre leading to a positive working culture and improved outcomes for children. Staff's commitment to children's learning was evident as they worked collaboratively to provide high-quality experiences. A shared ethos, rooted in Christian values, underpinned the work of the Centre. The Senior Childcare Attendant, managed by the District Administration, operated within clearly defined leadership roles understood by all staff. An effective distributive leadership model was in place. There were regular, planned opportunities for the sharing of best practices. Additionally, robust performance management systems were in place, and all staff participated in ongoing professional development. Training was delivered through group sessions led by the Early Childhood Care and Education Unit, alongside web-based learning opportunities tailored to meet individual needs. Staff morale was high and parents regularly facilitated social activities to demonstrate appreciation to the staff. The District administration team provided strategic monitoring and oversight and was actively involved in the strategic planning process.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. A self-evaluation process was in place with contributions from other staff and consultation with parents. Leaders demonstrated an awareness of the Centre's relative strengths and areas for improvement. However, the self-evaluation tended to be more descriptive than evaluative, placing greater emphasis on inputs and procedures rather than the impact on children's outcomes. The performance indicators in the Centre's improvement plan needed to be aligned to those in the early childhood inspection framework. Furthermore, there was scope to strengthen the self-evaluation and improvement processes by adopting clear evaluative language and ensuring that improvement priorities are matched to specific measurable outcomes. Monitoring of teaching and learning was carried out through peer observations and informal walkthroughs. Staff had made good progress in addressing the recommendations in the last inspection. The learning environment had improved, with increased investment in resources ensuring that classrooms featured stimulating displays and well-equipped learning centres. Additionally, the outdoor play areas were enhanced with distinct learning areas, including a Cayman Caboose and Catboat donated by the District Administration, designed to promote children's holistic skill development.

Links with parents and the community

Links with parents and the community were judged as excellent. The Centre was well integrated within the local community, fostering strong connections that supported children in making meaningful links between their learning and the world around them. These close ties enabled children to relate what they learned in the Centre to their everyday experiences. Community members regularly visited the setting to interact with the children, including pastors, local artisans, a farmer with his cows, and other guests who enriched the learning environment. Communication with parents and families was creative, consistent, and timely, utilising multiple channels such as an online platform, face-to-face meetings, WhatsApp chats, and regular reports. This ensured parents were well informed about their children's learning, development, health, and well-being. Robust, high-quality engagement among parents and other stakeholders fostered a collaborative, supportive approach to each child's development. Parents participated in regular, comprehensive reporting sessions that detailed children's progress and identified their next steps for learning. Strong community partnerships further enriched children's experiences and enhanced the delivery of the curriculum. Parental input was actively encouraged through the Parent-Teacher Association (PTA) and periodic surveys. The PTA was notably effective, raising funds to support several projects at the Centre, including the creation of the water and music walls. The District Administration had provided a Caboose and a traditional Catboat to promote children's appreciation of Caymanian culture. The Sports Coordinator partnered with the Centre to teach children basic skills for football and track and field. Parents regularly volunteered during Sports Days and other events. Children also took part in outreach activities, such as visiting the Kirkconnell Home to sing and deliver gift bags and roses to the elderly.

Staffing and the learning environment

Staffing and the learning environment were judged to be good. Staffing levels at the Centre were generous, and staff members were suitably experienced and qualified for their roles, which they carried out effectively. The team included two lead teachers holding degrees in Early Childhood Development. Clear job descriptions were in place for all staff, supporting the well-organised and efficient running of the Centre. The internal premises and facilities provided a suitable and welcoming learning environment. All areas were clean, well-maintained, and thoughtfully organised. Adequate facilities for toileting and handwashing promoted good hygiene practices.

Children had access to a broad range of resources that met their developmental needs and supported their learning across various areas. Staff demonstrated creativity in resource development, such as repurposing materials to create a "Peek-a-Boo Wall" in the babies' room, adding to the sensory and interactive experiences available to the youngest children. The outdoor area was spacious and thoughtfully structured, offering designated areas for a wide range of activities. These included opportunities for physical movement, water play, mark making, and socio-dramatic play. Staff were strategically deployed throughout the Centre to ensure the smooth delivery of childcare, learning experiences, and daily operations. A vibrant, attractive and sensory-rich outdoor environment had recently been developed in partnership with parents and families. In order to maximise the potential of outdoor play area, there was scope to enhance and extend the variety of learning and structured play opportunities available to children, ensuring the environment continues to challenge, engage, and support their holistic development.

Areas for development

- Strengthen the self-evaluation and improvement processes by adopting clear evaluative language and ensuring that improvement priorities are matched to specific measurable outcomes.
- Enhance and extend the variety of learning and structured play opportunities available to children, ensuring the environment continues to challenge, engage, and support their holistic development.

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	26	Staff	10
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Parents

Twenty-six parents completed the on-line survey in advance of the inspection. All respondents agreed their children were safe and well cared for at the Centre. Almost all parents felt their children’s personal and social skills were developing well, that that their children enjoyed the Centre and that the quality of teaching was good. Almost all parents agreed their child was making good progress in his/her overall learning and development, including managing his/her emotional responses, and is meeting age-appropriate developmental benchmarks. Most parents believed their child had an age-appropriate understanding and appreciation of culture (including Caymanian culture), religion and the environment. Most parents felt the early childhood setting provided good support to children with additional learning support needs and special educational needs, helped their children lead a healthy lifestyle and supported their children and families during times of transition. Most parents agreed that the leaders of the early childhood setting positively impacted their child's achievements and created an inclusive environment. Almost all respondents agreed that they received regular, accurate and sufficiently detailed reports about their child's progress and achievement which included ways they can support at home and their child's next steps. All parents agreed that that staff were appropriately qualified and skilled. Almost all agreed there were good links with the wider community. All respondents also felt that the Centre was well led and were satisfied with the quality of education on offer. A few parents wrote highly positive feedback about the nurturing care provided by the staff and the positive impact on their children’s learning and development.

Staff

Ten members of staff completed the survey. Almost all stated that the behaviour of almost all children was positive and that they had the ability to manage their own feelings and behaviours in age-appropriate ways. All staff agreed that almost all children made good progress in their learning and development across all domains and achieved age-appropriate developmental benchmarks. Similarly, all staff felt almost all children were developing an age-appropriate understanding and appreciation of culture (including Caymanian culture), religion and the environment. All agreed that the Centre provided a safe and caring environment which helped children choose a healthy lifestyle. They felt that the children were treated fairly and that poor behaviour was dealt with. All also agreed that the staff were appropriately qualified and skilled and that the Centre provided a good quality of education. Almost all respondents felt that the Centre was well led, that they were involved in planning and self-evaluation and that there were good professional development opportunities for staff. Moreover, almost all staff felt that there was a good level of parental involvement with the Centre and that wider community links were good. A majority thought that the Centre was well resourced. Finally, most staff felt that parents’ meetings were helpful and that provision for children with special educational needs and disabilities was good.

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	Althea Edwards-Boothe	Office of Education Standards
Team Inspector	Margaret Juman	Cayman Associate Inspector



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