



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

June 2025



SPROGS GARDEN PLAYSCHOOL

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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 | Sprogs Garden Playschool |
|  | Address | 832 Walkers Road, George Town, Grand Cayman |
|  | Telephone number | 1 (345) 946-7529 |
|  | Website | www.sprogs.ky |
|  | Name of principal/manager | Ms. Emily Harris |
|  | Name of owner | Ms. Carolyn Chaloner |
|  | Date of this inspection | June 10 – 11, 2025 |
|  | Date of last inspection | February 15 – 16, 2023 |
| Children | | |
|  | Number of children on roll | 69 |
|  | Age range of the children | 1 to 4 years |
|  | Groups | 1 to 2 years; 2 to 3 years, 2.5 to 3.5 years and 3 to 4 years |
|  | Number of Caymanian children | 27 |
|  | Number of children with additional learning support needs | 16 |
|  | Largest nationality group of children | Caymanian |
| Curriculum | | |
|  | Main curriculum | Cayman Islands Early Childhood Curriculum Framework, Montessori Curriculum |
|  | External tests and assessments | None |
|  | Accreditation | None |
| Staff | | |
|  | Number of licensed teachers | 4 |
|  | Number of other staff | 9 |
|  | Teacher-child ratio | 1:6 |

Context

Sprogs Garden Playschool has been in operation for over 7 years. It is located in a modified two-storey house in a residential area on Walkers Road, Grand Cayman. Children attending the preschool come from diverse cultural backgrounds. The preschool demonstrates significant strengths in the care and welfare of children, creating a safe, inclusive, and nurturing environment where every child is valued and supported to thrive. This inclusive ethos is reflected in the heartfelt feedback from parents, including one who shared: *“Sprogs has been nothing short of a miracle for our family. Our son with ASD is now thriving, confident, and connected thanks to the inclusivity and care from every staff member.”* School leaders take equal pride in this inclusive culture, describing their approach to early childhood care and development as “firmly rooted in a play-based philosophy and designed as a home-from-home. Our setting offers children a warm, nurturing space where they feel safe, seen, and celebrated. This foundation allows children to lead their learning with confidence, curiosity, and joy.”

Sprogs Garden Playschool is proud to be recognised as a Certified Kindness School by randomactsofkindness.org. Additionally, the setting was successful in meeting the requirements for the Eco-Schools Green Flag Award. The playschool offers small class sizes, spacious rooms and play areas where children can explore and play together. The outdoor learning environment is safe and accessible from all the classrooms and is used every day. It is purposefully structured to provide rich sensory and imaginative play opportunities and large motor development.

The preschool’s opening hours are 7:30 am to 5:30 pm. At the time of the inspection there were 69 children on roll. The preschool is owned by Mrs. Carrie Chaloner and Ms. Emily Harris is the Head of the school.

Overall Judgement History

| | | |
|--------------------|---------------|-----------|
| Cycle 1 Inspection | January 2020 | Good |
| Cycle 2 Inspection | February 2023 | Good |
| Cycle 3 Inspection | June 2025 | Excellent |

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 | Excellent | N/A |
| | 1.2 Progress | N/A | Excellent | N/A |
| Communication and Language development | 1.1 Attainment | N/A | Excellent | N/A |
| | 1.2 Progress | N/A | Excellent | N/A |
| Physical development | 1.1 Attainment | N/A | Excellent | N/A |
| | 1.2 Progress | N/A | Excellent | 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 | Excellent | N/A |
| 2.2 Understanding of and appreciation for culture, religion and the environment | N/A | Excellent | 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 | Excellent | ↑ |
| 3.2 Learning | Excellent | Excellent | → |
| 3.3 Observation, assessment and planning | Satisfactory | 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 | Excellent | ↑ |

Performance Standard 5 Keeping our children safe and well supported

| Quality Indicator | Previous Inspection Judgement | Current Inspection Judgement | Judgement Change |
|--------------------------|-------------------------------|------------------------------|------------------|
| 5.1 Health and safety | Satisfactory | Excellent | ↑ |
| 5.2 Support and guidance | Good | Excellent | ↑ |

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 | Excellent | ↑ |
| 6.2 Self-evaluation and improvement planning | Good | Excellent | ↑ |
| 6.3 Links with parents and the community | Excellent | Excellent | → |
| 6.4 Staffing and the learning environment | Excellent | Excellent | → |

What the Setting Does Well

- The preschool is inclusive and embraces diversity, providing a welcoming and supportive environment for all children. It caters to a broad range of backgrounds, cultures, and abilities, including children with additional learning needs and those requiring specific support. This inclusive approach ensures every child is valued, respected, and fully included in all aspects of preschool life.
- Learning areas are clearly defined and thoughtfully structured to nurture children's curiosity, creativity, imagination, and love of exploration. A carefully balanced combination of Montessori materials and open-ended natural resources provide rich, multi-sensory learning experiences.
- Children's achievement and progress in social emotional learning, physical development and communication was excellent; whilst achievement and progress in the Cognitive domain was good.
- Children experienced a broad and balanced curriculum which promoted an appropriate progression of skills across all developmental domains allowing children to explore, discover, and develop through meaningful, hands-on experiences as they engaged in purposeful work cycles.
- Health and safety arrangements were robust, with a strong culture of safety and safeguarding firmly embedded throughout the preschool.
- The leadership team demonstrated an ethos of exceptional professionalism and partnership and inclusion practices were exemplary.

Recommendations

1. Further strengthen moderation practices to ensure greater consistency and accuracy in assessment judgments, supporting reliable evaluations of 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

Attainment in the Cognitive domain was good. Almost all children demonstrated age appropriate expectations across key areas of learning. They could confidently count objects, recognise numbers, and compare quantities using terms such as more, less, bigger, and smaller. They identified shapes, patterns, and spatial relationships through activities involving puzzles and construction. Children showed a secure understanding of living things, particularly how plants grow. They used simple tools appropriately, including balance scales, paintbrushes, and shovels. Creativity was well developed, with children mixing colours, building structures and exploring materials to investigate cause and effect through purposeful, hands-on experiences. Children matched letters to beginning sounds, explored weight with scales, and showed independence in making decisions about their learning.

Children made good progress in the Cognitive domain. They demonstrated increasing reasoning skills as they explored cause and effect. For example, toddlers observed how ice melts and infants and children explored mixing sand and water to achieve a particular consistency. Across the preschool, almost all children grew in confidence as infants explored quantity by filling and emptying containers, toddlers sorted by shape and colour and young children counted objects and used comparative language. Toddlers progressed from showing interest in pressing buttons on toys to using simple tools purposefully, with older children operating a hand pump for water play outdoors and using sifters to separate materials. Children also showed good phonological awareness as they explored rhymes and sounds.

Areas for development

- Create regular opportunities to actively promote children’s early scientific thinking, where they engage in inquiry, hypothesis testing, and are able to draw simple conclusions through hands-on exploration.
- Provide regular opportunities for children to assess their own learning, set simple goals, and develop skills in self-reflection.

| Quality Indicator | | Inspection Judgement |
|------------------------------|----------------|----------------------|
| Social Emotional development | 1.1 Attainment | Excellent |
| | 1.2 Progress | Excellent |

Social Emotional development

Social Emotional development was judged as excellent. Respectful relationships were clearly evident among the children. They consistently demonstrated appropriate, positive personal and social skills. The children worked and played cooperatively, showing the ability to respond thoughtfully and appropriately in a variety of situations. A flexible but predictable routine supported children's social and emotional security as well as their learning and development. All children demonstrated great confidence as they moved seamlessly from one activity to another or transitioned from indoors to outdoors and vice versa. In some classes, children self-registered by placing their photographs under At School or Home displays. All children showed age appropriate understanding of the rules and boundaries of acceptable behavior and self-regulation. Children showed awareness and kindness to each other. For example, children were observed offering water bottles to friends or pulling out a chair for a child whose hands were full. All responded positively to guidance and redirection. Children were encouraged to advocate for themselves. For example, a teacher guided a child to express what he did not like about the behavior of a peer.

Areas for development

| Quality Indicator | | Inspection Judgement |
|--|----------------|----------------------|
| Communication and Language development | 1.1 Attainment | Excellent |
| | 1.2 Progress | Excellent |

Communication and Language development

Children's achievement in Communication and Language domain was judged as excellent. The children were very good communicators. They expressed their experiences, thoughts, ideas and feelings appropriately. They were confident asking questions and demonstrated an ability to effectively communicate with other children and with the staff by listening, discussing, questioning and taking turns in conversations. During the inspection, older children listened attentively to the story about "Stickman" and responded appropriately to questions. They showed good understanding of new vocabulary and rich language content through shared stories but would benefit from more time and opportunity to use this language to express their thoughts and feelings. All children including the youngest, demonstrated keen interest in books and showed excellent book handling skills. During Circle Time, children in the Turtle class were learning to recognise their own names and those of their peers in print, as well as developing their awareness of initial letter sounds. Rich literacy displays promoted children's interest in symbols. Children engaged with a wide range of books, materials and equipment that promoted their interest in written language.

Progress in Communication and language was excellent. Children progressed well in their capacity to express their thoughts and feelings about their learning experiences and to discuss them with others. For example, a group of children who roleplayed taking babies to the doctor could explain why their baby was unwell and provided information to the 'receptionist'. Snack and lunch times were highly interactive with animated conversation between children and teachers. This contributed to a sociable experience for children and supported children's emerging language skills. Almost all children demonstrated excellent listening skills. They participated enthusiastically in action songs and had opportunities to explore rhyme, sounds and repetition in language. Children engaged in a range of emergent literacy activities and pre-writing activities. Children progressed well in emergent writing as they traced letters in sand and cornmeal, and practiced writing drawing lines with control and precision.

Areas for development

- Providing additional opportunities for children to reflect on and discuss their learning experiences will further enhance their oral language skills, while also strengthening their ability to build on previous experiences and make meaningful connections between new and prior learning.

| Quality Indicator | | Inspection Judgement |
|----------------------|----------------|----------------------|
| Physical development | 1.1 Attainment | Excellent |
| | 1.2 Progress | Excellent |

Physical development

Children’s attainment in Physical development was excellent. Almost all children achieved age-appropriate or above expected levels in physical development. They strengthened gross motor skills through climbing, running, balancing, jumping, throwing, catching and riding scooters or tricycles. Fine motor control was evident in scooping, cutting activities and manipulating tools and resources like playdough, with many using a palmer grip for holding and using tools. Children showed good coordination, spatial awareness and strength while navigating spaces, following movement sequences and pedaling or pushing up ramps. While playing hopscotch, the children showed age-appropriate balance and coordination as they hopped on one foot and sometimes on both. Many displayed independence in self-care tasks such as toileting, dressing and handwashing. Children confidently managed their personal care and hygiene routines in ways appropriate to their age and stage of development.

Children demonstrated excellent progress in Physical development across key areas. Grip strength and control improved notably, with many children confidently using palmar and lateral grips, and increasingly adopting a tripod grip during writing and drawing activities. Children’s engagement with sand and water play supported rich opportunities for developing balance and coordination. Their self-care skills advanced well as children showed independence in tasks such as using the toilet, washing hands, opening containers and dressing. Children’s controlled movement and balance were well developed, as seen in their ability to navigate spaces safely, follow movement sequences and balance on different surfaces.

Areas for development

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

Social emotional learning

Social emotional learning was judged as excellent. All children benefitted from familiar regular routines that promoted a feeling of safety and wellbeing as they begin the day. The use of visual cues such as prompt cards with words like 'now' and 'next' helped the children move confidently from one activity to the next. The children were encouraged to express their emotions and this was supported through appropriate classroom displays and mirrors at child height. Parents were invited to be a part of their child's settling at the preschool and were encouraged to stay and play until the child felt secure and ready to separate. Staff supported children's autonomy through the many choices they had in organising and planning their activities. Almost all children consistently demonstrated empathy and care for their peers. Staff's positive and consistent responses and the planned learning environment effectively supported children's developing personal and social skills. This allowed them to respond appropriately to a range of situations involving turn-taking and cooperative play. Staff were skilled in guiding children towards appropriate behavior. During the inspection, almost all children displayed the ability to play and work on tasks cooperatively in pairs and small groups. For example, during the inspection a group of children in the Starfish class participated in a role-play activity taking on the roles of a parent, doctor, and receptionist reenacting a visit to the doctor's office. The children took turns asking questions, practising greetings and asking and answering questions.

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 excellent. They showed a secure appreciation of both Caymanian heritage and global cultures through meaningful, hands-on experiences. These included tasting traditional Caymanian dishes, engaging in thatch-weaving, making swanky, singing local songs, and visiting the Botanic Park. Children shared their own family traditions and religious beliefs ranging from Jewish observances of Hanukkah to Christian practices of kindness. At Christmas time, families made donations to charitable organisations. Children go on regular walks which build their awareness of the local community and their sense of belonging to it. The use of family photographs and birthday displays celebrated the cultural diversity of the children and families attending the preschool. All children demonstrated an awareness of the importance of taking care of their natural environment. They collected fruit and vegetable scraps for composting, planted vegetables and watered the plants in the gardens. Children also celebrated Earth Day, and showed empathy and responsibility when caring for the rabbits. Their involvement in school clean-up activities and learning about local sea life from guest visitors helped strengthen their connection to the natural environment and fostered a strong sense of stewardship. Recycling and upcycling were regular features in the school's practices, with children using repurposed materials for creative arts and crafts. These activities supported both environmental awareness and creativity, and were often embedded in wider thematic learning. Children's active participation demonstrated age-appropriate social responsibility, cultural respect, and growing knowledge of sustainability practices. These efforts led to the preschool being awarded the Green Eco designation, making them the only preschool school on the island with this achievement.

Areas for development

- Integrate Caymanian symbols and diverse cultural elements into everyday learning to further strengthen engagement with local traditions and appreciation of global cultures.

| Performance Standard 3 Ensuring effective teaching to support our children's learning and development | |
|---|----------------------|
| Quality Indicator | Inspection Judgement |
| 3.1 Teaching | Excellent |
| 3.2 Learning | Excellent |
| 3.3 Observation, assessment and planning | Good |

Teaching

Teaching was judged as excellent overall. Staff had created an inclusive learning environment which ensured the engagement of all children in the setting. The practitioners recognised and skillfully accommodated the pace and interests of children to maximise their participation in a diverse range of learning activities. Whole class routines at the beginning of each day had strong focus on communication, language and literacy and early mathematical understanding. For example, staff skillfully wove mathematical learning into circle time activities around day, date, time and the weather. Teachers interacted with children at their level and used a range of strategies to extend learning such as commenting, describing, modeling, self-talk and questioning. However, in a few instances, there was the need for more regular use of open-ended questions to deepen and extend children's learning. The learning environment was expertly planned to support children's learning in authentic contexts. For example, the children had used mangoes harvested from the trees in the play area to make smoothies and had used real fruits and vegetables as they explored weight and measure. There were some missed opportunities during play both indoors and outdoors to extend children's ability to problem solve. Effective rules and routines were well embedded. Ample time was allocated to child-led learning both indoors and outdoors. Staff supported children's early language, literacy and numeracy development through conversations, songs and shared stories. Teachers' knowledge and understanding of the importance of play were evident in the opportunities they provided to maximise children's learning across a variety of contexts.

Learning

Learning was judged as excellent. Children consistently demonstrated excellent learning behaviours and dispositions such as engagement, curiosity, and capacity to direct their own learning. Almost all children actively and eagerly participated in activities, showing high levels of curiosity, imagination, and collaboration. They engaged meaningfully in planned and unplanned experiences, such as exploring shadows formed by moving objects under shade, and experimenting with scales to compare weight. Children took an active role in shaping their own learning by making purposeful choices throughout the day by selecting books, games, and preferred learning areas. Children applied real-world understanding, such as identifying small papayas as mangoes based on size and colour during a nature walk, and observing sequential steps in making traditional swanky drinks and mango popsicles. Children confidently used their senses to explore their environment, listening for birds, smelling flowers and mangoes, and feeling the textures of natural objects. Critical thinking and problem-solving were evident as children persisted with challenges, such as transporting a full container of water without spilling, or using a ladle under a measuring cup to prevent leaks. They used materials creatively and purposefully in activities like rubber band patterning on pegboards, matching domino dots, and constructing puzzles or train tracks. Children showed awareness of their learning and took pride in their accomplishments as was evident in the “proud of me” walls in classrooms. Children at the preschool were confident, kind, happy and well-equipped to tackle future challenges.

Observation, assessment and planning

Assessment was judged as good. Assessment reflected good practice and was systematically implemented to build a comprehensive picture of each child’s learning and development. A suitable range of evidence-based strategies were used, including observations, digital portfolios in the Lilio app, photographs, child samples, and contributions from parents. These were integrated with curriculum planning across all four developmental domains. Observation records were meaningful and accurate, aligned with children’s age and stage of development, and included teacher reflections, parental input, and samples of children’s work. Baseline assessments were conducted using standardised milestones, and staff planned activities that promoted authentic learning. Assessment data was clearly tracked and reviewed through ongoing cycles, regularly analysed through termly progress meetings and ‘data drops’ to monitor development, identify gaps, and plan differentiated support. Teachers consistently used assessment findings to adapt both their instructional strategies and the learning environment. As a result, almost all children made or exceeded expected progress. Staff also promoted a culture of celebration by displaying children’s learning visually throughout classrooms. The identification of children with additional learning needs was particularly effective, supported by timely referrals to external services to ensure individual needs were met. For example, when data revealed a need for language development among 1–2-year-olds, teachers extended children’s speech, and a language specialist was engaged to support both staff and parents. This responsive, data-informed approach enabled all children to be fully supported in reaching their full potential.

Areas for development

- Further enhance moderation practices to promote consistency in judgments.

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 | Excellent |

Curriculum quality

Curriculum was judged as excellent. A broad-based curriculum informed by the Cayman Islands Early Years Curriculum (CIECF) and Development Matters and taking inspiration from the Montessori Method and the Emilia Reggio approach was used effectively to support children's learning and development. Staff understood and implemented an emergent enquiry-based curriculum which promoted children's exploratory, investigative learning experiences. Curriculum planning and delivery was responsive and flexible taking into account child voice. At the time of the inspection, a frog display in the oldest children's classroom showed how children's interest in frogs was explored through research and pictures of different varieties of frogs. This had stemmed from the children's discovery of a frog in the garden. Staff effectively facilitated a wide range of experiences that support children's learning and development across diverse types of play. These include creative, language, construction, physical, imaginative, and socio-dramatic play, providing rich opportunities for holistic growth. The curriculum incorporated themes based on early learning goals, children's interests and seasonal activities and was appropriately mapped to the CIECF, Development Matters and Birth to Five Matters. Clear progression pathways supported children's learning and development. Curriculum planning documents reflected ongoing adaptation and review. Regular visitors to the preschool enriched and broadened children's learning supporting them to make connections with the wider world and what they see in their everyday lives.

Areas for development

- Provide more structured, planned opportunities to regularly integrate Caymanian culture and world religions through art, music, role play, and storytelling.

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

Health and safety

Health and safety arrangements were judged as excellent. The school demonstrated effective well-embedded practices in safeguarding and well-being. All staff were rigorously trained in child protection, emergency preparedness, and risk assessment, with ongoing refreshers and policy quizzes regularly utilised to ensure consistency. Safeguarding procedures were effectively implemented through vigilant supervision, high staff-to-child ratios, and robust partnerships with relevant agencies. The physical environment was secure, clean, and well-maintained. Comprehensive risk assessments were routinely carried out, with prompt action taken to address potential hazards. Clear, organised record-keeping supported compliance with all training and regulatory requirements. The school met statutory health and safety obligations, including regular fire and emergency drills. Procedures for events such as earthquakes and tsunamis were visibly displayed to guide staff and reassure families. Children were actively taught how to stay safe through age-appropriate education programmes such as NSPCC PANTS and Second Steps, supported by visual reminders. Healthy living was embedded across daily routines through nutritious snacks and lunches, adequate hydration, sun safety, and well-being. Parents and children received regular guidance on maintaining healthy lifestyles. Consent and communication procedures were robust. Families completed detailed consent forms during enrolment, and all changes in permissions were carefully tracked via the secure Lillio platform. Accident and incident reporting were diligent, with swift parental communication and detailed follow-up. Volunteers were fully vetted and closely supervised in line with safeguarding protocols. In pre-inspection surveys, all parents reported that their children felt safe and well cared for, confirming the school's strong culture of safety and protection.

Support and guidance

Support and guidance were judged as excellent. Relationships between practitioners and children were warm, sensitive, and respectful. As a result, the children appeared secure, content, and well-settled within the setting. The preschool's inclusive, nurturing ethos supported all children, including those with special education and additional needs to develop and thrive. The Head of the preschool also served as the SENCO. A Special Educational Needs (SEN) register was maintained, and a clear SEN policy was in place to ensure consistency in staff practice and meaningful parental engagement. Learning support plans (LSPs) had a strength-based focus with clear measurable targets, review dates and relevant signatures, and included at home strategies to promote continuity in children's learning. Visual aids in all classrooms such as now and next prompts were used to good effect to support transitions and regulation. Sensory corners and regulation baskets provided children with tools for self-regulation. The tracking of children's progress was systematic and included baseline assessments on entry. A rich picture of children's learning and development was well documented. Strong communication with parents and regular multidisciplinary meetings ensured children with additional learning needs (ALSN) made better than expected progress. Similarly, strong partnerships with agencies such as Inclusion Cayman and the Early Intervention Programme (EIP) effectively supported staff pedagogy and practice in meeting the needs of children with ALSN. Transitions into, across and from the setting support children and their families. Settling in procedures and transitions were managed sensitively and effectively to ensure continuity of experiences and progression in children's learning and development. For example, teachers visit the preschool spending time and getting to know the children before their move to a new school.

Areas for development

| Performance Standard 6 Leading and managing in partnership with parents and the community | |
|---|----------------------|
| Quality Indicator | Inspection Judgement |
| 6.1 Leadership | Excellent |
| 6.2 Self-evaluation and improvement planning | Excellent |
| 6.3 Links with parents and the community | Excellent |
| 6.4 Staffing and the learning environment | Excellent |

Leadership

Leadership was judged as excellent. The owners, directors and head of the preschool were proactive and reflective. They met regularly to reflect on and review their practice, policies and procedures in order to improve learning experiences and outcomes for children. The leadership team demonstrated an ethos of exceptional professionalism and partnership. The team's high-quality collaboration contributed to clarity of roles and smooth, effective interactions observed over the course of the inspection. Inclusion practices were exemplary. Leaders demonstrated a clear commitment to children's learning and worked collaboratively to ensure high quality experiences were on offer. The owners and directors exemplified a caring ethos and a strong commitment to the community, actively investing in its well-being by awarding scholarships to support and uplift disadvantaged children. The head provided a very good role model for the staff. She promoted high standards and articulated a clear vision and direction for the preschool. Consequently, there was an openness to change and staff were empowered to take on leadership roles. The directors demonstrated strong commitment to continuous professional development of staff and had funded staff participation in a number of professional courses. Highly effective strategies were in place to support professional reflection. Leaders placed a high premium on staff wellbeing and staff morale was high. Staff expressed positive feedback in the survey about receiving performance and Christmas bonuses each year. All lead teachers had dedicated planning time each day to reflect on and discuss strategies and next steps in children's learning. An Advisory Body comprising founding directors, the Head of School, trusted advisors, professionals in the field, and active members of the Parent Committee, worked in partnership to support the preschool's vision and drive continuous improvement.

Self-evaluation and improvement planning

Self-evaluation and Improvement planning were judged as excellent. There were systematic and comprehensive arrangements by which leaders evaluated the work of the preschool. This was evident in ambitious development plans and rigorous self-evaluation processes. Leaders actively sought the views of parents and staff through self-evaluation and review processes. Parent meetings and surveys were used to canvass the views of parents about the preschool's provision. The leaders actively engaged with external support, particularly with regard to children with additional needs. Leaders had embedded a culture of reflection and review. Consequently, priorities were appropriately identified and actioned. This had led to notable improvement in key aspects of the preschool's provision. The preschool had made good progress in addressing all of the recommendations from the previous inspection report. Leaders embodied values-driven culture that empowered everyone in the school community children, staff, and families to thrive.

Links with parents and the community

Links with parents and the community were excellent. The school maintained strong and purposeful links with parents and the wider community. Regular, reliable two-way communication was a clear strength. Families were kept well informed and engaged through a combination of in-person meetings, daily informal conversations, digital apps, and newsletters. This consistent communication fostered an inclusive and supportive environment where parents felt confident and well-connected to their children's learning experiences. Parent involvement was notably high, supported by a wide range of thoughtfully planned activities that encouraged meaningful participation. Events such as the Eco Month Garden Party, carpool and walk-to-school initiatives, Zero Waste Day, and the Upcycle Fashion Show effectively promoted sustainability, creativity, and community values, while strengthening the home school connection. In parent surveys and interviews, parents spoke positively about how the preschool supported their children, including those with additional learning needs. The inclusive and responsive culture, built trust between staff and families, reinforcing the school's commitment to equity and care. The school actively sought feedback from parents when introducing new ideas or procedures, which fostered a shared sense of ownership and collaboration. Parents consistently reported feeling that their voices were heard and that concerns were addressed promptly and respectfully. Beyond family engagement, the school developed strong partnerships with other preschools and specialist services. These collaborations contributed to a culture of shared learning and professional excellence, extending the impact of the school beyond its own setting. Overall, the school's consistent communication, inclusive partnerships, and commitment to meaningful engagement with families and the community significantly enhanced its provision.

Staffing and the learning environment

Staffing and the learning environment were excellent. All staff, including leadership, were qualified, committed, and skilled in supporting children's holistic development. Staff retention was high, contributing to strong attachments, continuity of care, and a stable, nurturing learning environment. A strategic approach to recruitment was evident, with the Leaders and Advisory Board playing a valuable role in identifying, selecting, and retaining staff who shared the school's vision, values, and commitment to excellence in early years education. Staff were deployed purposefully according to their strengths and interests, enabling them to enhance both care and learning experiences across the setting. The environment was inclusive and thoughtfully designed to meet the diverse needs of all children, including those with additional learning or sensory needs. Children using wheelchairs had full access to all areas, and the layout supported free movement, collaboration, and independent exploration. The learning environment was creative, well-organised, and richly resourced to support development across all four domains, with a particular strength in physical development. Outdoor spaces were shaded and equipped with climbing structures, wheeled toys, and natural features. The inclusion of animals, gardening areas, and fairy garden reading nooks enhanced children's emotional and cognitive engagement. Classrooms' purposeful displays made of organic materials such as bamboo frames and tree branches celebrated children's achievements. Children also accessed community spaces to engage in nature walks and story times under the trees, strengthening their connection to the natural world. Overall, the learning environment and staff team collectively fostered a nurturing, inclusive, and stimulating space for all children.

Areas for development

- Update report cards to clearly align with the developmental domains assessed, creating coherence between observations, tracking, and reporting.

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 | 45 | Staff | 15 |
|---------|----|-------|----|

Parents

The parent survey reflected a highly positive view of the early childhood provision at Sprogs Garden Playschool. Across all questions, the responses predominantly fell within the “almost all” or “all” categories, indicating widespread satisfaction. In key areas such as safety, enjoyment, emotional development, and relationships with adults, all parents either strongly agreed or agreed, supporting a judgement of "excellent" in these domains. Parents consistently reported that their children made good developmental progress, were safe and cared for, and benefited from high-quality relationships and diverse play-based learning experiences. The setting also received strong endorsement for its inclusive practices and support for transitions, with almost all parents agreeing that staff met care and developmental needs effectively and helped children adjust positively during changes. Survey responses indicated that children with additional learning needs were well supported. In areas of leadership impact and communication, the responses remained very strong, with almost all parents affirming positive influence, inclusive culture, and regular two-way communication. However, some room for growth was indicated in areas related to parental voice and detailed progress reporting. Only “most” parents agreed that they had been involved in evaluation and improvement planning or received detailed progress updates, suggesting that while communication had been regular, deeper engagement and actionable feedback mechanisms could be enhanced. Community connections and resource quality were also highly rated, with parents acknowledging the school's efforts to include external experiences and provide stimulating learning environments.

Staff

All staff respondents expressed highly positive feedback about the preschool's provision and practice. All strongly agreed or agreed that the preschool provides a safe and caring environment for every member of its community. A similarly high proportion of staff strongly agreed that the setting promotes a positive learning environment and offers a well-balanced mix of adult-directed and play-based, child-initiated experiences. All staff strongly agreed or agreed that the preschool encourages children to adopt a healthy lifestyle and helps them develop an understanding of how to keep themselves safe. Staff unanimously agreed that children with additional learning and special educational needs are well supported and that positive relationships exist between adults and children. Staff also agreed that leaders are effective, positively influencing children's achievements while fostering an inclusive environment. All staff felt that the preschool's leadership team actively supports their ongoing professional development, which has had a positive impact on their own practice. Furthermore, staff expressed that leaders are mindful of their well-being, resulting in high staff morale. Staff reported that parents and carers are effectively involved in the work of the preschool. All agreed that the setting has a sufficient number of appropriately qualified, skilled teachers and staff. Additionally, staff confirmed that the Advisory Body and management are knowledgeable, active, and effective in planning, supporting, and guiding the work of the preschool. Several staff shared very positive comments in the open-response section of the survey. For example, one teacher wrote: “*Sprogs is a warm and welcoming institution that celebrates diversity and fosters inclusion. Every child is valued, respected, and given the opportunity to thrive in a nurturing environment that embraces all backgrounds, abilities, and cultures.*”

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 |
|----------------|-----------------------|-------------------------------|
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| Team Inspector | Marsha Seerattan | Office of Education Standards |



Office of
Education
Standards



First Steps to Success:
Nurturing Environments and
Thriving Children

CAYMAN ISLANDS GOVERNMENT



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