



Office of Education
Standards
Cayman Islands Government

FOLLOW-THROUGH INSPECTION REPORT

OCTOBER 2025



SHINING STARS CHILDHOOD CARE & EDUCATION CENTRE

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Introduction

Follow Through Inspections of Schools, Colleges and Early Childhood Centres in the Cayman Islands

The Office of Education Standards conducts inspections of schools and early childhood centres across the Cayman Islands. Where the overall performance of a school or early childhood centre has been evaluated as weak through a full inspection conducted by the Office of Education Standards, then a further inspection is arranged six months following the publication of the initial report.

Process

During the Follow-Through inspection, inspectors focus upon the recommendations that had been made at the time of the previous inspection. They evaluate whether the early childhood setting had made sufficient progress in addressing the areas requiring improvement. Inspectors use a four-point scale to comment on progress, with evaluations categorised as excellent, good, satisfactory or weak.

As part of the Follow-Through inspection, parents and staff are invited to comment upon the work of the early childhood setting by completing an online survey. The results from the survey are included within this report.

Follow-Through Inspection

The Follow-Through Inspection of Shining Stars took place from 8 October 2025 to 9 October 2025. The inspectorate gathered evidence through lesson observations and discussions with staff and leaders. The setting's documents and children's progress and attainment information were also reviewed.

During the Follow-Through Inspection of Shining Stars, Inspectors evaluated the progress that had been made by setting leaders in addressing the 3 recommendations from the previous full inspection.

The early childhood setting has made **satisfactory** progress in addressing all of the recommendations and therefore the inspectorate judged that there has been **satisfactory** progress overall.

When Will This Early Childhood Setting Be Inspected Again?

As the setting is judged to be making satisfactory progress against the recommendations, there will be no further inspections until the next cycle of inspections.

Overall Full-Inspection Judgement History

Cycle 1 Inspection	January 2020	Satisfactory
Cycle 2 Inspection	March 2023	Satisfactory
Cycle 3 Inspection	February 2025	Weak

Childhood Setting Information

General Information		
	Setting name	Shining Stars Childhood Care & Education Centre
	Address	Pasadora Place, Smith Road, George Town, Grand Cayman
	Telephone number	1 (345) 943-7077
	Website	www.shiningstarscayman.com
	Name of Principal	Mr. Llori Dayaon
	Name of owner	Mr. Robert Stuart and Mrs. Loraine Stuart
	Date of this inspection	October 08 – 09, 2025
	Date of last inspection	February 18 – 19, 2025
Children		
	Number of children on roll	59
	Age range of the children	1 year old to 5 years old
	Groups	4 groups
	Number of Caymanian children	36
	Number of children with additional learning support needs	8
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Cayman Islands Early Years Curriculum Framework
	External tests and assessments	N/A
	Accreditation	N/A
Staff		
	Number of licensed teachers	1
	Number of other staff	12
	Teacher-child ratio	1:5

Recommendations

Recommendation 1
Take urgent steps to improve health and safety practices and procedures to ensure full compliance with all regulatory requirements and to embed a culture of safety across the setting.
The setting has demonstrated satisfactory progress in addressing this recommendation. A range of new processes had been implemented with the specific intention of strengthening health and safety procedures. However, continued and sustained effort was still required to ensure that a robust and fully embedded culture of safety was consistently upheld across the entire centre. Leadership teams had undertaken a number of tangible improvements to the physical environment in order to enhance safety. Among these were the installation of metal lockers, enabling staff to securely store their personal belongings, as well as renovation works which created a dedicated janitor’s closet and a secure storage area for maintenance and cleaning materials. These physical alterations contributed significantly to safer storage arrangements, ensuring that potentially hazardous substances and equipment were kept out of children’s reach while still remaining easily accessible to authorised adults. All members of staff were fully compliant with the relevant regulatory certifications, including current Police background checks, CPR qualifications and Child Protection training. There had also been a noticeable improvement in the management and accuracy of record-keeping systems. All statutory inspections from external agencies, such as the Fire Service, the Department of Health and Public Health had been successfully completed and documented. Furthermore, a series of essential policies had been reviewed or developed, including a clearly defined policy for volunteers. All policies had been circulated to all staff members. Leaders had ensured that regular refresher sessions on child protection and safeguarding were scheduled and delivered, with checks in place to confirm that staff understood and could apply the information within their daily practice. Evacuation drills had been conducted and recorded and daily hazard walk-through inspections were carried out to identify and remedy issues where necessary. Despite these positive steps, the system of daily checks could be further strengthened to ensure the environment remained consistently secure, especially given that the premises shared access with neighbouring businesses, which presented an ongoing safety consideration. Risk assessments for both external trips and activities at the centre were completed and filed. These provided a useful foundation, however; further development and detail would enhance their practicality as working documents. Staff-to-child ratios and available classroom space were appropriate for the number of children enrolled. Nonetheless, during transition times, such as lunch periods or bathroom and handwashing routines, maintaining adequate staff coverage occasionally proved challenging. A more robust and effective programme for children to recognise and resist potential abuse was needed.

Recommendation 2

Enhance self-evaluation and improvement planning processes to drive continuous development and effectiveness.

The setting has made good progress in addressing this recommendation. Leaders had adopted a collaborative and inclusive approach to developing the Self-Evaluation Form (SEF). Staff were actively involved in the process through regular meetings, surveys and the recently established suggestion box, which provided a platform for all staff to have input. This inclusive process encouraged professional dialogue, enhanced ownership of improvement actions and ensured that the plans reflected a shared understanding of the setting's priorities.

The leaders demonstrated notable progress in their approach to school improvement planning (SIP) by adopting a more systematic and reflective process. This structured approach enabled them to identify key priorities, such as those highlighted in the recent OES recommendations, and to implement targeted actions that directly addressed the concerns raised in the inspection report. As a result, improvement planning had become much more focused and purposeful, underpinned by a clearer vision for ongoing development. The inclusion of measurable SMART targets, detailed timelines and regular monitoring mechanisms ensured that planned initiatives were not only strategic but also achievable. If followed and consistently reviewed, these practices would likely lead to sustained improvements across the provision.

Leaders demonstrated a clear understanding of the purpose and function of the SEF and SIP and were able to articulate the positive impact these documents had on the overall work of the setting. They recognised the importance of evidence-based evaluation and planned to use information from a range of sources they had recently reviewed or created, including performance management outcomes, lesson observations and children's progress data, to inform their judgements. During discussions, they also showed the capacity and commitment for improvement to make the SEF more evaluative and to provide stronger evidence to support its statements. This demonstrated an increasing maturity in leadership practice and a growing confidence in using data and professional reflection to drive improvement. Furthermore, both the SEF and SIP were made available on a shared online platform, allowing relevant staff to access and update them as progress was made or as new information became available. As their processes evolve, leaders were encouraged to strengthen accuracy of their self-evaluation judgments.

Recommendation 3

Ensure consistently high-quality teaching across the setting by: a) Implementing effective performance management systems to support staff development. b) Providing consistent and impactful leadership support to enhance learning environments and resources both indoors and outdoors. c) Ensuring teachers use accurate assessment data to inform planning to meet the needs of individual learners.

The setting had made satisfactory progress in addressing this recommendation. Teaching at the centre remained at least satisfactory, although the quality of observed lessons varied from weak to excellent. Teachers were observed making efforts to use a play-based approach; however, greater focus on planning and delivery was needed to achieve a balanced mix of adult-led and child-initiated experiences. While teachers did plan activities, these were often delivered to whole groups, requiring considerable adult management and reducing opportunities for child-led exploration. Staff were nurturing and responded well to children's emotional needs, though personalised lesson plans still required development. The setting had recently lost a licenced teacher and leaders were actively recruiting to remain in ratio of qualified staff to unqualified staff.

Leaders had developed a performance management system which informed the professional development plans for the setting. The Principal conducted regular observations, provided feedback and scheduled a follow-up focused on recommendations. Additionally, the Performance Management data was used to inform a new recognition initiative - Teacher of the Month - which had been implemented to formally acknowledge and celebrate staff members' contributions. Notwithstanding, the tool and process used for performance management required further refinement to have a fully accurate evaluation of teacher performance and impact on children's development. Furthermore, support staff were not yet included in the performance management system. Their involvement would strengthen staff development and accountability.

Leaders had enhanced the learning environment indoors by improving the lighting, flooring and ventilation. They repurposed spaces to ensure the safe storage of chemicals, medication and janitorial products. The outdoor area was redesigned to create more open space which encouraged children's physical activity and safer use of the swings and climbing structures. The greenhouse and grow boxes served as valuable additions that supported healthy living and fostered children's appreciation for nature. However, the resources in the outdoor area were limited and were mainly for developing gross motor skills with few resources to support development in other areas. Consequently, the seamless integration of learning experiences between indoor and outdoor environments required further development.

The setting had gathered a wealth of assessment data from all classes through anecdotal observations, teacher notes and weekly reflections, showing that assessments were conducted regularly and analysed. A new assessment policy had been introduced at the start of the academic year. Baseline assessments, aligned with the Cayman Islands Early Years Curriculum Framework, had been completed for all children and shared with parents via the ProCare platform. The setting intended to carry out termly assessments to compare with the baseline data and use findings to inform planning. Staff received professional development in September and most applied the new criteria of "emerging", "beginning" and "secure." However, inconsistencies, limited moderation and insufficient evidence of differentiation and planning based on assessment data was still evident in almost all lessons.

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	27	Staff	15
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Parents

All parents responded that teachers and adults consistently and effectively catered to the care and developmental needs of their child. Almost all parents agreed that their child was making good progress in their overall learning and development, including managing emotional responses and meeting age-appropriate developmental benchmarks. Most parents agreed that their child had an age-appropriate understanding and appreciation of culture, including Caymanian culture, religion and the environment. All parents stated that their child enjoyed coming to the early childhood setting and learned through a wide range of age-appropriate play opportunities each day. All parents agreed that their child was safe and cared for at the early childhood setting and that the setting helped their child lead a healthy lifestyle. A majority of parents agreed that the early childhood setting provided good support to children with additional learning support needs and special educational needs, with a significant minority indicating that this was not applicable. Most parents agreed that the setting supported their child and themselves during times of transition and that their child enjoyed positive relationships with adults. Almost all parents agreed that leaders of the early childhood setting positively impacted their child’s achievements and created an inclusive environment. Most parents stated that staff and leaders sought their views and opinions, provided regular and reliable two-way communication, and issued accurate, detailed reports about progress. Overall, all parents agreed that they were satisfied with the quality of education provided at the early childhood setting.

Staff

All staff responded that the children were independent learners and made purposeful decisions about their learning. All staff agreed that there were good assessment systems which positively impacted children’s achievements and progress, with all children achieving developmental benchmarks. All staff stated that the setting provided good support to children with additional learning support needs, with the environment being safe and caring for all. All staff stated that leaders were effective and supported their continuing professional development which had a positive impact on their practice. Leaders were considerate of staff’s well-being and consequently, staff morale was high. All staff responded that the Advisory Body/management were sufficiently knowledgeable and active in planning, supporting and guiding actions of the setting and that all staff were involved in the process of self-evaluation and improvement planning. All staff agreed that there was regular and reliable two-way communication between staff and parents and almost all staff responded that parents and other carers were involved in the work of the setting. Furthermore, almost all staff responded that the transition processes were effective, that the children’s behaviour was positive and that they had the ability to self-regulate, whilst having an age-appropriate appreciation of Caymanian culture. Almost all staff responded that the early childhood setting helped children choose a healthy lifestyle and develop an understanding of how to keep themselves safe. Overall, staff agreed that the setting provided a good quality of education.

Further Information

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%

About 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 and 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

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