



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2025



BLOOM LEARNING CENTRE

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This report provides a comprehensive account of the early childhood 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	Bloom Learning Centre
	Address	#11 Seven Mile Shops, West Bay Road, Grand Cayman, Cayman Islands
	Telephone number	1 (345) 746-4444
	Website	https://www.bloom.ky
	Name of Director	Michelle Mehta
	Name of owner	Ms. Michelle Mehta
	Date of this inspection	November 24 – 25, 2025
	Date of last inspection	September 13 – 14, 2023
Children		
	Number of children on roll	26
	Age range of the children	6 weeks to 5 years old
	Groups	Infant Programme: 6 weeks to 12 months; Toddler Programme: 13 to 24 months; PreK1 – 25 to 36 months; PreK2 – 3 to 5 years old
	Number of Caymanian children	10
	Number of children with additional learning support needs	3
	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	0
	Number of other staff	7
	Teacher-child ratio	1:4

Context

Bloom Learning Centre is situated in a commercial complex on the West Bay Road. Bloom provides care and education for infants from 6 weeks old to young children at 5 years old. The centre promotes small class in order to give each child individualised attention and support. Their approach to early childhood education is to “nurture each child in a secure, cherishing and invigorating environment, allowing them to develop the skills to flourish and grow as a happy and productive individual meeting their full potential”. At the time of the inspection, Bloom did not have a licenced teacher on staff, but one had recently been hired and was scheduled to begin employment immediately following the inspection. Additionally, a new staff member commenced work on the first day of the inspection.

Overall Judgement History

Cycle 1 Inspection	NA	N/A
Cycle 2 Inspection	N/A	N/A
Cycle 3 Inspection	September 2023	Satisfactory
Cycle 4 Inspection	November 2025	Weak

Next Steps

The Centre is weak and requires a Follow-Through inspection within 6 months.

Current Performance Summary

Performance Standard 1 Helping our children to achieve in key areas of their learning and development				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
Cognitive development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Social Emotional development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Communication and Language development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Physical development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	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	Weak	N/A

Performance Standard 3 Ensuring effective teaching to support our children’s learning and development			
Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
3.1 Teaching	Satisfactory	Satisfactory	→
3.2 Learning	Good	Satisfactory	↓
3.3 Observation, assessment and planning	Weak	Satisfactory	↑

Performance Standard 4 Offering a curriculum that meets the care and educational needs of all our children

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
4.1 Curriculum quality	Satisfactory	Satisfactory	→

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	Weak	↓
5.2 Support and guidance	Satisfactory	Satisfactory	→

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

What the Setting Does Well

- Relationships between adults and children were warm and nurturing and children displayed feelings of security.
- The setting's administrative coordinator demonstrated an understanding of the setting, was acquainted with all children and their families and readily provided additional support where needed.

Recommendations

- Take urgent steps to improve health and safety practices and procedures to embed a culture of safety across the setting.
- Review the curriculum offering to ensure children develop phonological awareness, early numeracy and scientific understanding.
- Ensure a rigorous system of performance management to ensure consistently high-quality teaching, promote targeted professional growth and ensure a safe learning environment.

Inspection Findings

Performance Standard 1 Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Inspection Judgement
Cognitive development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

Cognitive development

Children’s attainment in the Cognitive domain was satisfactory. Review of digital portfolios and classroom observations showed that most children were mastering concepts in certain sub-domains at age appropriate levels. For example, infants were experimenting with motions that cause sound, such as shaking rattles or activating cause and effect toys. Older children were able to match colours and shapes. Upon review of the children’s digital portfolios, children were observed using tools such as scoops, tongs and magnifying glasses. Children observed ice as it melted, changing states from solid to liquid, “saving” animals which were trapped in it. Children, however, had too few opportunities to develop phonological awareness, early numeracy and scientific skills. Children were developing the understanding of healthy choices by eating healthy food and participating in movement and rest.

Children’s progress in the cognitive domain was satisfactory. Children were observed attempting to create simple patterns with coloured manipulatives and sign the alphabet song during circle time. However, children required further opportunities to develop early numeracy, scientific understanding and literacy. Planned experiences that extend counting, comparing quantities or investigating real-world phenomena were needed to deepen learning beyond basic recognition tasks. Phonological awareness also required systematic attention. Children would benefit from regular, structured and play-based activities that build listening skills, introduce rhyme and syllable patterns and support early sound manipulation. Increasing the frequency and intentionality of these learning opportunities would strengthen children’s cognitive development, enabling them to build on prior knowledge and make stronger progress across key skill areas.

Areas for development

- Ensure all children are exposed to frequent opportunities to support development of phonological awareness, early numeracy and scientific skills.

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

Social Emotional development

Children's attainment in the Social Emotional domain was satisfactory. Children demonstrated age-appropriate social skills and emotional responses throughout the day. They interacted positively with peers and adults, showing early understanding of cooperation and respect. Older children were beginning to form friendships, choosing close peers to play alongside and seeking them out during group activities. In the oldest class, a child pretended to sell items to the teacher in a role play involving a supermarket and money. Many children were learning to share toys and materials and to take turns with increasing success, often with gentle reminders from staff. When challenges arose, children generally accepted support and responded to adult guidance, showing an emerging ability to regulate their behaviour. Across classes, children showed confidence in exploring their environment and joining activities, indicating secure attachments and comfort within the setting. They expressed needs through language, gestures or non-verbal cues and staff responded sensitively, helping them feel understood and safe. These interactions contributed to children's early self-awareness and supported the development of trust and social competence. There was, however, very little evidence observed to demonstrate that children were developing an understanding or appreciation for culture, religion or environmental sustainability.

Children's progress in the Social Emotional domain was satisfactory. Children did participate in clean-up activities in their classrooms after play, helping to keep their learning environment tidy. There were recycling bins available which few children used with adult support. There were a few displays in the setting regarding Cayman National Symbols and important points from a few other countries. However, these were not regarded by children or staff during the observation period. Expanding experiences that celebrate differences, introduce traditions and foster respect for the natural world would help children develop empathy, broaden their perspectives and strengthen their sense of community and responsibility.

Areas for development

- Further development is required in understanding culture, religion and sustainability.

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

Communication and Language development

Children's achievement in the Communication and Language domain was judged as satisfactory. During the inspection, in the infant room, the youngest children vocalised as they imitated their adult caregivers and were able to express their needs to gain help when required, demonstrating early and emerging communication skills, nurtured through responsive adult interaction. In the Underwater class, most children demonstrated active participation and effective non-verbal communication, using gestures such as blowing kisses and giving hugs as they followed the puppet's actions and nursery rhyme instructions; these interactions indicated secure attachments to the adults and growing confidence in group routines. Furthermore, during circle time, a minority of children in the Underwater class were able to respond to questions and enjoyed being able to produce the correct animal sounds. Most older children were able to express themselves confidently and clearly, engaging in conversations with both their peers and adults alike, listening carefully to others and waiting their turns appropriately when playing together and alongside each other. Furthermore, a majority of the older children listened attentively to staff reading stories and responded appropriately when asked questions, showing developing comprehension, vocabulary and verbal interaction skills.

Children's progress in the Communication and Language domain was judged as satisfactory. During the inspection, a notable area of strength was seen in the children's active listening skills. In the infant class, the youngest children clearly demonstrated their active listening skills during music time and during outdoor play, where all children followed the sounds with their eyes and reached and moved towards desired objects. In the Underwater class, all children eagerly participated in singing and doing actions to songs and most children engaged enthusiastically with musical instruments during circle time and outdoor play, demonstrating a growing appreciation for creative expression. In the Arctic/Space class, opportunities for listening to and reading stories were integrated into the daily afternoon routine and all children enjoyed story time. Moreover, all children displayed good book handling skills and were encouraged to select from a varied range of books, promoting independence, choice and an early appreciation for reading. During the inspection, it was clear that in all classes routines for group activities were well established and that staff used stories and songs to scaffold listening, turn taking and emergent literacy skills.

Areas for development

- Improve children's ability to process information and answer questions by using more effective questioning techniques.
- Ensure that there are good models of standard English.

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

Physical development

Children's achievement in the Physical domain was judged as satisfactory. Observations and developmental records show that most children attained age-appropriate levels in their fine and gross motor skills. In the infant room and in the outdoor environment, the youngest children engaged in a range of gross motor activities, including tummy play, crawling and supported walking, with adult led interactions and structured play providing ongoing stimulation and safe challenge. Most children in the Underwater class demonstrated developing sensory and motor skills through exploratory play, notably when sifting and scooping sand and participating in outdoor water play, which promoted hand eye coordination. Furthermore, across the Underwater and Arctic/Space classes, most children showed confidence and dexterity when using the push toys and climbing equipment. Additionally, these children also showed some independence in self-care routines, confidently feeding themselves with a spoon and managing simple mealtime tasks. Maintaining healthy lifestyles was a feature at the centre with children regularly washing their hands and there were frequent opportunities to exercise both inside and outside the classrooms. Naptime ran smoothly under clear, effective routines and children settled quickly and positively.

Children's progress in the Physical domain was judged as satisfactory. Observation records and assessment data showed that most children made age-appropriate expected progress in the development of their fine and gross motor skills. All older children demonstrated well developed gross motor skills in the indoor play area, throwing balls, climbing stairs, running, jumping and using slides with confidence, control and enjoyment. Additionally, the older children demonstrated a clear awareness of classroom routines and rules, which promoted self-regulation and independence during physical play and transitions. In the Underwater class, all children were able to walk independently and most could climb equipment with ease, showing balance, coordination and growing spatial awareness. Furthermore, most children in this class showed great pleasure in developing their emergent writing skills through mark-making with chalk on the outdoor blackboard. In the infant class, the youngest children were able to grasp and transfer toys between their hands and a few were beginning to show some control along with hand-eye coordination at mealtimes.

Areas for development

- Strengthen children's fine motor development by further embedding short, purposeful emergent writing skill activities across the provision and through adult led sessions.

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	Weak

Social emotional learning

Social emotional learning was judged good. Almost all children demonstrated positive behaviour and engaged confidently with routines and expectations. They interacted respectfully with peers and adults and responded well to guidance, showing an increasing ability to manage their own feelings. Many children sought reassurance when needed and accepted support calmly, indicating secure attachments to staff. During play and group activities children showed awareness of others' space, shared resources appropriately and understood simple rules. Infants expressed their needs through gestures and emerging language and staff responded sensitively to these cues. Older children demonstrated comfort and familiarity with staff, sharing their needs. These age-appropriate emotional responses contributed to a nurturing and harmonious learning environment. Children were learning to recognise basic emotions. Children demonstrated a strong sense of security, moving freely around their classrooms and approaching adults with confidence. Emotional development was supported through routines, modelled behaviour and gentle encouragement. However, to sustain and enhance this positive climate, the centre needed to ensure that an appropriate and consistent system of positive rewards was used to continue encouraging good behaviour and supporting children's social and emotional development.

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 weak. Whilst a review of the digital portfolios evidenced that there were some opportunities to learn about Caymanian heritage, broader cultural traditions and the children's own cultures and identities, the provision to develop cultural knowledge and appreciation was fragmented and not yet systematically embedded into the daily routines of the centre. Consequently, cultural heritage, faith practices and sustainability were not consistently sequenced across the age groups in the curriculum. However, during the inspection, some cultural displays were seen and a few classroom routines incorporated devotion and Christian songs at key times. Additionally, older children gained some emerging environmental awareness through the recycling of waste and through having an opportunity to appreciate living creatures with the fish in the tanks, though these elements were mainly incidental rather than used as planned teaching opportunities. As a result, the strengthening of the children's sense of identity, the broadening of the children's cultural understanding and the development of environmentally sustainable practices were missed teaching opportunities.

Areas for development

- Develop a system of positive guidance to further develop social emotional learning.
- Embed local culture and an appreciation for Caymanian culture and heritage into everyday activities.

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

Teaching

Teaching was judged satisfactory. Adults had established classroom rules and routines that were shared with the children which supported predictability and calm transitions between activities, however adults required a deeper understanding of how children learn. Although planning was in place the lack of accurate assessment information, for example, meant that the plans were not always effective in meeting the needs of every child. Expectations for children's learning were not consistently high, resulting in insufficient challenge. Adults supported opportunities for play throughout the centre. In the infant room they facilitated tummy time for younger infants while providing opportunities for older infants to crawl and learn to walk through playful interaction. Toddlers enjoyed looking at books alongside their carers, pointing to pictures and learning to turn pages. Older children worked collaboratively to make tall structures with magnetic blocks and matched coloured manipulatives. While all classrooms were resourced with a suitable range of toys and books, the indoor and outdoor play areas required further review to include activities that promoted good progress in all learning domains. Adults needed to more consistently model and extend language and deeper thinking. Relationships were nurturing and staff offered affirmation and guidance. As a result, children were comfortable in the setting and seemed to enjoy being there.

Learning

Learning was judged satisfactory. Children showed positive attitudes towards their learning and were active participants in the daily routines and activities. They made choices about where they wished to play, selecting from a range of activity centres and engaging with tasks that interested them. Most children remained appropriately focused for their age and showed enjoyment in exploring resources and collaborating with their peers in older groups. Infants responded to sensory experiences such as soft textures, rattles and exploring cause and effect toys, while toddlers enjoyed interactive songs and movement with scarves and instruments. Older children matched shapes and played with barnyard animal toys. Children engaged willingly in learning experiences but they were not yet consistently reflecting on their experiences or recognising their growing abilities. Opportunities for children to reflect on their progress or share what they had discovered with others were limited and prevented them from developing deeper understanding and self-awareness. With further support to revisit previous learning, talk about their achievements and set simple goals, children would be better positioned to build on their developing skills and knowledge.

Observation, assessment and planning

Observation, assessment and planning were judged as satisfactory. The centre had made some improvements to their assessment policy since the last inspection and consequently now had regular assessment points throughout the year. Baseline assessments had been completed for all children in the centre and monthly assessments were routinely compared to the baseline data to track the individual's progress, demonstrating a clear intent to monitor the children's development over time. To inform the assessment data, staff gathered a range of evidence, including anecdotal observations, parental questionnaires and digital records via Lillio, which together provided a useful picture of the children's everyday learning. However, more moderation to ensure the accuracy, validity and reliability of the data was needed. Moreover, staff were not yet fully using all of the assessment data to identify next steps and to adapt the learning accordingly. As a result, assessment information was not yet translated into sharply focused, personalised targets which would have a greater impact on the children's progress. Additionally, there was also scope to use the assessment data more systematically and effectively to inform the day-to-day lesson planning.

Areas for development

- Improve teaching to ensure all children make good progress.
- Ensure assessment information is accurate and that it is used effectively to plan for all learners, ensuring appropriate support and challenge.
- Provide more opportunities for children to reflect on 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	Satisfactory

Curriculum quality

The curriculum was judged as satisfactory. The setting followed the Cayman Islands Early Years Framework and play based learning was central to the children's daily experiences. The learning environment enabled child-led activities that promoted curiosity and opportunities to develop some early skills across the four domains, with staff also providing adult-led activities at times. However, as the resources and learning environment were not consistently arranged with purposeful learning intentions, the children's learning was not always maximised. Notwithstanding, the curriculum contained the required component to equip children to recognise and resist potentially abusive situations and it also had a few links to local and international cultures, along with environmental sustainability. However, these links were currently intermittent rather than consistently sequenced across age groups, limiting their overall impact. Enrichment activities which deepened children's understanding of their community such as visits from the Fire Service and from the police, along with excursions to local sites such as the Turtle Centre, Botanic Garden and Dart Park, provided real world contexts, some understanding of the natural environment and extended the learning beyond the centre.

Areas for development

- Ensure the curriculum is clearly sequenced, inclusive and that learning consistently builds on prior knowledge, so that every child's needs are met.
- Develop a planned, sequenced approach to embedding local Caymanian culture, diverse perspectives, inclusive religious practices and environmental stewardship throughout the curriculum.

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

Health and safety

Health and safety were judged as weak. While the centre had most of the required policies, including the required personal safety curriculum component, a volunteer policy was not in place. Statutory fire and earthquake drills were routinely carried out and documented, though not always effectively conducted due to new staff's onboarding arrangements not being clear in this regard. Notwithstanding, the teaching of healthy lifestyles and physical activity were embedded throughout the curriculum, with all children encouraged to drink water throughout the day and eat healthy options at snack times such as yoghurt and fruit. Additionally, the environment and resources were generally well maintained with routine maintenance checks undertaken. However, these strengths were undermined by inconsistent health and safety practices and gaps in policy implementation across the centre meaning that a culture of safety was not sufficiently embedded. Furthermore, risk assessments, whilst completed for offsite visits, were not thorough and were lacking for other relevant activities, potentially leaving the children exposed to hazards. Key training and some regulatory documentation were lacking and some policies, such as the management of the children's medication and how children were given their bottles were implemented inconsistently further leaving the children exposed to potential hazards. Toys were not sanitised frequently enough and the nut free policy was not enforced consistently. There was a pressing need to embed a culture of safety across the early childhood setting where every staff member held themselves and one another to consistently high standards in keeping all children safe at all times. Systems for identifying and addressing unsafe practice were not sufficiently robust.

Support and guidance

Support and guidance were judged satisfactory. The centre had a policy for children with special educational needs and disabilities and there were systems in place that enabled parents and external service providers to collaborate in meeting children's needs. Staff worked together to support individual children, however arrangements were not consistently documented. Documentation of communication and plans for personalised learning activities needed further development so that support strategies could be monitored and evaluated more effectively. The centre needed to ensure full compliance in the writing, monitoring and review of Learning Support Plans to guarantee that children received appropriate and sustained support. Transitions into the centre and across age groups were planned for and managed. Parents were informed about transition arrangements and children were given time to adjust to new routines. Staff used settling-in practices such as moving the child to a new group with a familiar adult and integrating the child into the new age group gradually. Relationships between staff and children were respectful and secure, contributing to a calm and caring atmosphere. Staff demonstrated a strong understanding of each child's needs, particularly in the infant group, where they responded effectively to individual infants in ways that best supported their development and comfort. Staff supported the development of appropriate behaviour, but now needed to consistently use more effective behaviour strategies to further reinforce children's learning and already developing self-regulation.

Areas for development

- Embed a culture of safety across the centre, including ensuring complete risk assessments, meeting compliance with training and other regulatory requirements, medication management and toy sanitisation.
 - Ensure consistent and effective documentation to provide targeted support and guidance for all children's development.
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Performance Standard 6 Leading and managing in partnership with parents and the community	
Quality Indicator	Inspection Judgement
6.1 Leadership	Weak
6.2 Self-evaluation and improvement planning	Satisfactory
6.3 Links with parents and the community	Good
6.4 Staffing and the learning environment	Satisfactory

Leadership

Leadership was judged weak. Leaders demonstrated a clear commitment to the early childhood centre and had developed an inclusive environment where tolerance and respect were promoted. Professional development was planned using teacher surveys and staff self-evaluation. For distributed leadership, each class had a lead teacher, supported by a Special Educational Needs Coordinator and a centre manager. Despite these strengths, leaders were not consistently ensuring that children made the progress they were capable of. The absence of a qualified lead teacher had limited effective systems for assessment and teacher performance management and support. Performance management systems required further development to ensure rigour and accuracy in assessing teachers' performance, their impact on children's progress and the maintenance of a safe learning environment. Recognising the gaps that needed to be filled, leaders had secured a qualified lead teacher who was slated to begin employment immediately following the inspection. Pre-inspection staff survey results were positive even though there were currently very few intentionally planned systems that consistently promoted staff well-being. To strengthen leadership further, the establishment of an advisory board was required to hold leaders to account, provide support with the strategic planning process and ensure the centre met all regulatory and educational requirements. With targeted improvements in monitoring, evaluation and staff support, leadership could more effectively drive progress and raise outcomes for all children.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged satisfactory. The school manager demonstrated an accurate understanding of the centre's strengths and areas requiring improvement and had begun to act in response to identified needs. For example, the centre has recently worked with the Early Childhood Care and Education Unit staff to create Learning Support Plans for children with identified needs. The Self-Evaluation document was written in a partially collaborative manner, using information from staff self-evaluation. Some recommendations from the previous inspection report had been addressed, although several of these actions remained incomplete and required further work to ensure meaningful impact. Despite the developing practice, the Self-Evaluation Form required further refinement so that it was written evaluatively, moving beyond description, to analyse the quality of provision and its impact on children's progress and safety. Improvement planning required greater clarity and structure. The School Improvement Plan needed to be revised so that it was realistic, focused and appropriately sequenced, with clear responsibilities and timescales for implementation. Leaders also needed to make more effective use of accurate information, including assessment data and teacher performance management, to evaluate the work of the centre and measure the effectiveness of provision.

Links with parents and the community

Links with parents and the community were judged as good. The centre had strong links with the community which enriched the children's learning experiences. Members of the local community such as fire officers, police and parents regularly visited the centre to interact with the children to help them make meaningful connections between their learning and the world around them. Visits to local environmental and cultural sites such as the Botanic Park and the Turtle Centre helped to support the children's understanding of nature. Additionally, the centre had established links with other local early childhood settings and were benefiting from these useful partnerships. Communication with parents was effective, with all parents appreciating the regular two-way contact through the online platform Lillio and via WhatsApp messages. The biannual reporting sessions ensured that parents were well informed about their child's progress and fostered collaborative partnerships that reinforced learning both at home and in the centre. Parental views were actively encouraged and as a result, there was a newly formed Parent Teacher Association (PTA) who were keen to bring new ideas to the centre to help improve the provision.

Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. Resourcing in all classrooms were generally appropriate for children and classrooms were arranged in a way that allowed children to access materials independently. The indoor play area, however, required further enhancement so that all children had opportunities to develop in all learning domains. The early childhood setting was physically accessible and children were able to move safely between indoor and outdoor areas. Staff demonstrated warmth towards children and made efforts to establish routines that supported engagement. However, recruitment and deployment required improvement as staffing arrangements did not consistently ensure compliance with ratios and did not always reflect the needs of the children in each class. The centre now needed to strengthen recruitment procedures and develop a shared commitment to safeguarding.

Areas for development

- Strengthen leadership to ensure positive impact on children's development.
- Revise the improvement plan to ensure realistic SMART goals.
- Further embed partnerships with other educational institutions to support best practice.
- Embed a culture of safety across the setting.

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	19	Staff	6
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Parents

Nineteen parents responded to the survey. Parents reported that a majority of children had attended the centre for less than one year, with a significant minority attending for one to three years. Across this sample of parents, all parents reported positive experiences of the early childhood setting and all parents indicated that their child was making good progress. Moreover, all parents agreed that their child enjoyed the setting, felt safe and was cared for. Almost all parents agreed that the setting provided a wide range of play opportunities, supported healthy lifestyles and offered timely, useful reporting alongside effective two-way communication. A majority of parents strongly agreed that the staff met their children’s care and developmental needs, that warm, nurturing adult–child relationships existed in daily practice and that leaders positively impacted inclusion and achievement. Most parents also confirmed that staff sought their views on a variety of matters and that staff were appropriately qualified. Furthermore, almost all parents agreed that the resources and facilities were suitable and fit for purpose and that systems for parental collaboration were effective and robust. All parents expressed consistently favourable views regarding the leadership and communication and all parents agreed that the setting celebrated children’s progress. Most parents reported confidence in their child gaining age-appropriate awareness about cultural, religious and environmental issues and that there were connections with the wider community to extend the learning. However, a few parents disagreed or were unsure about these aspects, indicating some lack of clarity about curriculum coverage or visibility of this work. Parental free-text comments were minimal but very positive.

Staff

Most staff indicated that the behaviour of almost all children was positive and they had the ability to manage their own feelings and behaviours in age-appropriate ways. They also reported that children made good progress in their learning and development across all domains and achieved age-appropriate developmental benchmarks. Most staff stated that children had an age-appropriate understanding and appreciation of culture (including Caymanian culture), religion and the environment. All staff felt that the early childhood setting promoted a positive learning environment and provided an appropriate balance of adult-directed and play-based child-initiated experiences. All staff responded that children were independent learners who made choices and purposeful decisions about their learning, that there were good assessment systems including evidence-based observational approaches and that the environment was safe and caring for all members of its community. All staff agreed that the setting helped children choose a healthy lifestyle and understood how to keep themselves safe and that they were knowledgeable of the procedures for reporting suspected abuse under the Children Act (2012). Most staff agreed that the setting provided good support to children with additional learning support needs and special educational needs. All felt that transition arrangements were effective and that adults and children enjoyed positive relationships. They all agreed that leaders were effective, supported their professional development and were considerate of staff well-being. Most believed that management was knowledgeable and active. All staff felt involved in self-evaluation and noted strong communication with parents, effective parental involvement and valuable community connections. They affirmed that the setting had adequate, qualified staff, good-quality resources and overall provided a good quality of education.

What Happens Next?

The early childhood setting should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and address:

- the recommendations identified within this report;
- areas identified by the early childhood setting as requiring improvement;
- other external reports or sources of information that comment on the work of the early childhood setting.

Further Information

Inspections of Early Childhood Settings in the Cayman Islands

As determined by the Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school and early childhood setting for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is the tool which is used both by early childhood settings to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different educational institution evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with early childhood settings regarding the major determinants of educational success.
- Exemplars provide early childhood settings with clarity regarding the **expected standard** for a good judgement level.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables settings to see inspection as a **transparent** process.

Judgements

The inspection framework is organised around judgements using a four-point scale. The four levels are defined as follows:

Excellent	Exceptionally high quality of performance or practice.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
Weak	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in referring to quantity, extent or duration	100%
Almost all	90% and more	90% to 99%
Most	Three-quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three-quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than a quarter	15% to 24%
Few	Up to 15%	0% to 14%

The Office of Education Standards

Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to Contact Us

You can contact us using the following e-mail address: adminOES@gov.ky

Where to Read our Reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications: www.oes.gov.ky

Information About the Inspection Team

Role	Name	Affiliation
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Team Inspector	Suzanne Goodwin	Office of Education Standards



**Office of Education
Standards**
Cayman Islands Government



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