



Summary Inspection Report

Tiffany's Preschool



SETTING INFORMATION

Inspection Dates	10 to 11 February, 2026		
Setting Leadership	Ms. Amy Baatjies		
Owner	Ms. Karen Ebanks		
Age Range of Children	2 - 4 Years	Number of Children on Roll	41
Number of Caymanian Children	35	Number of Children with ALSN & SEND	1
Number of Licensed Teachers	2	Number of Other Staff	7

WHAT THE SETTING DOES WELL

- The school provided a nurturing, inclusive environment that supported children’s well-being and positive attitudes to learning.
 - Relationships between adults and children were consistently warm, respectful, and supportive with children forming secure attachments with adults, settling quickly, and demonstrating confidence and positive self-esteem.
- The curriculum was play-based, broad and enriched through culture, community, and real-life experiences.
- Leadership was committed, collaborative and focused on improvement.
 - Distributed leadership roles supported shared responsibility for improving the educational institution.

OVERALL JUDGEMENT

Satisfactory

AREAS FOR DEVELOPMENT

- Improve the consistency and impact of teaching, learning and assessment by supporting teachers’ pedagogical development and building an effective performance management system.
- Develop a coherent and integrated system to collect and analyze data that includes assessment information, observation records, Learning Support Plan outcomes, attendance, behavior, and well-being data so leaders and staff have a clear, shared understanding of children’s attainment and progress across all domains.
- Strengthen curriculum coherence, progression and impact by:
 - developing clear maps across all four domains and introducing systematic reviews of planning and assessment to check coverage, sequencing, and gaps.
 - increasing planned challenge and differentiation within play-based learning, ensuring older and more confident learners experience deeper cognitive stretch and more purposeful extension opportunities.
 - enhancing progression in physical development through strengthening fine motor and early writing pathways, with a clearer focus on mark making, grip development, and purposeful motor skill practice across the year groups.

Excellent

Exceptionally high quality of performance or practice

Good

The expected level for every school in the Cayman Islands, both government and private

Satisfactory

The minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.

Weak

Quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice judged at this level.



INSPECTION FINDINGS

Quality Indicator		Judgement	Change
Cognitive development	1.1 Attainment	Satisfactory	→
	1.2 Progress	Satisfactory	→
Social Emotional development	1.1 Attainment	Satisfactory	→
	1.2 Progress	Satisfactory	→
Communication and Language development	1.1 Attainment	Satisfactory	→
	1.2 Progress	Satisfactory	→
Physical development	1.1 Attainment	Satisfactory	↓
	1.2 Progress	Satisfactory	↓
2.1 Social emotional learning		Satisfactory	→
2.2 Understanding of and appreciation for culture, religion and the environment		Satisfactory	↑
3.1 Teaching		Satisfactory	→
3.2 Learning		Satisfactory	→
3.3 Observation, assessment and planning		Satisfactory	→
4.1 Curriculum quality		Satisfactory	→
5.1 Health and safety		Satisfactory	→
5.2 Support and guidance		Satisfactory	→
6.1 Leadership		Satisfactory	→
6.2 Self-evaluation and improvement planning		Satisfactory	→
6.3 Links with parents and the community		Satisfactory	→
6.4 Staffing and the learning environment		Satisfactory	→



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