



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

February 2026



Tiffany's Preschool

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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.

First Steps to Success 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. Owing to the minor disparities between these two frameworks, any change in judgement for early childhood settings in this inspection cycle will be denoted as 'N/A' (not applicable).

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	Tiffany's Preschool
	Address	82 Boltins Ave, West Bay, Grand Cayman
	Telephone number	(345) 945-7977
	Website	NA
	Name of principal/manager	Amy Baatjies
	Name of owner	Karen Ebanks
	Date of this inspection	February 10-11, 2026
	Date of last inspection	February 15-16, 2024
Children		
	Number of children on roll	41
	Age range of the children	2-4
	Groups	2Yr Olds, 3Yr Olds, 4 Yr Olds
	Number of Caymanian children	35
	Number of children with additional learning support needs	1
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	CIEYCF
	External tests and assessments	NA
	Accreditation	NA
Staff		
	Number of licensed teachers	2
	Number of other staff	7
	Teacher-child ratio	2 Yr olds - 1:6; 3 Yr olds - 1:10; 4 Yr olds - 1:10

Context

Tiffany's Preschool is a long-established early years setting located on Boltins Road in West Bay, serving the local community since 2000. Founded by Mrs. Kareen Ebanks, whose commitment to community service was recognised in 1993, the Centre was created as “a place where children and families are nurtured, supported, and valued”. The Centre currently enrolls 41 children aged 18 months to four years, organised into three age-specific classrooms that ensure “activities, support, and guidance that are age-appropriate and tailored to their needs”. The Centre operates Monday to Friday from 7:30 a.m. to 5:30 p.m. and is staffed by a Centre Owner, Centre Leader, a licensed teacher with a master's degree in Early Childhood Education, and a team of qualified early childhood practitioners, supported by a caregiver. This staffing structure reflects the Centre's commitment to “recruiting and retaining highly qualified staff to ensure the delivery of high-quality education”.

The Centre's philosophy is grounded in the Cayman Islands Early Years Curriculum Framework, emphasising exploration, respect, well-being, and communication. Children learn through play-based, interest-driven experiences that promote independence, problem-solving, and social-emotional growth. The Centre places strong emphasis on Caymanian culture and heritage, embedding local traditions, stories, and celebrations into daily routines and special events. As noted in the self-evaluation, children participate in cultural assemblies, national songs, and themed activities that “build pride in Caymanian identity”. Partnerships with families and the wider community serve to enrich the learning experiences of children. The Centre maintains a nurturing, inclusive environment where children feel safe, valued, and supported, aligning with its motto: “Preparing children for a future learning environment”.

Overall Judgement History

Cycle 1 Inspection	October 2018	Weak
Cycle 2 Inspection	June 2021	Satisfactory
Cycle 3 Inspection	February 2024	Satisfactory
Cycle 4 Inspection	February 2026	Satisfactory

Next Steps

The educational institution is judged satisfactory or better and therefore, will be inspected within 2 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	Satisfactory	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Social Emotional development	1.1 Attainment	Satisfactory	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Communication and Language development	1.1 Attainment	Satisfactory	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Physical development	1.1 Attainment	Good	Satisfactory	↓
	1.2 Progress	Good	Satisfactory	↓

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		Satisfactory	Satisfactory	→
2.2 Understanding of and appreciation for culture, religion and the environment		Weak	Satisfactory	↑

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		Satisfactory	Satisfactory	→
3.3 Observation, assessment and planning		Satisfactory	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	Satisfactory	→
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	Satisfactory	→
6.2 Self-evaluation and improvement planning	Satisfactory	Satisfactory	→
6.3 Links with parents and the community	Satisfactory	Satisfactory	→
6.4 Staffing and the learning environment	Satisfactory	Satisfactory	→

What the School Does Well

1. 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.
2. The curriculum was play-based, broad and enriched through culture, community, and real-life experiences.
3. Leadership was committed, collaborative and focused on improvement.
 - Distributed leadership roles supported shared responsibility for improving the educational institution.

Recommendations

1. Improve the consistency and impact of teaching, learning and assessment by supporting teachers' pedagogical development and building an effective performance management system.
2. Develop a coherent and integrated system to collect and analyze data that includes assessment information, observation records, Learning Support Plan outcomes, attendance, behaviour, and well-being data so leaders and staff have a clear, shared understanding of children's attainment and progress across all domains.
3. 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.

Inspection Findings

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

Cognitive development

Children's attainment in the cognitive domain was judged satisfactory. Across all age groups, children demonstrated age-appropriate engagement in activities designed to develop early cognitive skills, and most participated with curiosity and enjoyment. Observations showed that children accessed a suitable range of experiences that supported early number sense, problem-solving, exploration, and expressive thinking. However, these opportunities were not consistent or sufficiently structured to enable children to meet and secure the full range of developmental benchmarks expected for their age. This limited the depth of children's attainment and contributed to outcomes remaining satisfactory rather than good. In one class, children demonstrated emerging understanding of early mathematical and temporal concepts by naming the days of the week, identifying the weather, and showing awareness of "yesterday" and "today," supporting recall, sequencing and early reasoning. In another class, children engaged in hands-on activities using paintbrushes, playdough, kitchen utensils, and natural materials to explore textures and shapes. In a further activity, children also used leaves to simulate selling dumpling soup they had made in the play kitchen, demonstrating imaginative thinking and early understanding of real-world processes.

Children's progress in the cognitive domain was judged satisfactory. Across the centre, children made steady gains in early mathematical, phonological, and scientific understanding through play-based activities and hands-on exploration. Most children responded positively to learning opportunities and demonstrated emerging skills that aligned with expected developmental milestones. However, progress was not consistently strong across all classes, and variations in challenge and expectations limited the extent to which children could deepen and consolidate their cognitive learning. In one observed activity, a child showed clear progress in early mathematical reasoning by creating patterns using paint and a stencil. He counted the number of patterns produced and represented the quantity on his fingers, demonstrating developing one-to-one correspondence and number representation. In another class, most children were able to produce the sounds of letters when shown the corresponding graphemes, indicating progress in phonological awareness and early literacy foundations. Children also demonstrated early scientific reasoning during outdoor learning, explaining that plants needed water to grow "big, big, big" as they filled watering cans and watered the garden. These examples reflected meaningful progress; however, opportunities for children to extend thinking, apply concepts independently, and engage in sustained inquiry were not yet consistent across all learning environments.

Areas for development

- Increase consistency, structure, and challenge across all classrooms so that cognitive learning opportunities are robust and purposeful.
- Strengthen opportunities for children's sustained thinking, explanation of ideas, exploration of cause-and-effect relationships and deeper inquiry.
- Promote children's learning by structuring cognitive skill development in a clear, age-appropriate progression.

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

Social Emotional Development

Children's attainment in the social and emotional domain was judged satisfactory. Most children demonstrated secure attachments to adults and settled quickly on arrival, separating from parents with ease and accepting comfort and guidance from staff. Older children showed positive attitudes toward school and expressed genuine delight when their peers arrived, indicating developing social awareness and confidence in group settings. Across the centre, children engaged with their environment through sensory exploration, particularly in the four-year-old class where they used slime, cotton balls, and sand to represent sea, air, and land while learning about different modes of travel. These experiences supported engagement, regulation, and early cooperative play. Older children tolerated movement activities such as swinging and sliding without becoming anxious, demonstrating growing resilience and the ability to manage excitement during shared play. Pretend play was evident throughout the centre, with younger children pushing toy lawnmowers and older children flying cardboard airplanes or sailing cardboard boats, showing imagination and early social role-play. Most children were beginning to understand and express emotions verbally, though some continued to rely on adult support. Children also demonstrated early responsibility as they watered plants and participated respectfully in singing the national song and prayers, reflecting awareness of their culture and emerging respect for diverse practices.

Children's progress in the social and emotional domain was judged satisfactory. Across the centre, children were developing their ability to regulate emotions and remain engaged in shared experiences. They used sensory information to sustain participation during group action songs and complete activities with increasing confidence and self-control. Most children were progressing in their social interaction skills and were beginning to move from parallel to more cooperative play, although this was not yet consistent among older children. Emotional awareness was emerging, but many children continued to rely on adult support to manage feelings and resolve social situations, indicating that independence in emotional regulation and peer conflict resolution was still developing. Children used natural materials such as leaves and twigs to create collages representing letters and numbers. Through this experience they recognised the importance of using sustainable resources. Older children showed progress in recognising acceptable behaviour, reminding peers to say "excuse me" when passing others and to stand attentively during the national song. Across the centre, almost all children were developing respect for diversity through planned opportunities to learn about different cultures and religions, supporting their growing understanding of themselves and others.

Areas for development

- Strengthen consistency in supporting children's emotional regulation by providing more structured opportunities for them to identify feelings, practise calming strategies, and resolve peer conflicts with increasing independence.
- Increase opportunities for cooperative play and social interaction so children can develop turn-taking, negotiation, and shared problem-solving skills, particularly among older groups where this remains variable.
- Enhance intentional planning for social-emotional learning by embedding routines and experiences that build responsibility, cultural awareness, and respect for others, ensuring progression across age groups.

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

Communication and Language development

Children's attainment in the communication and language domain was judged satisfactory. Across all age groups, assessment and observation information showed children at the beginning stages for this domain. Most demonstrated age-appropriate listening behaviours and were generally able to respond to questions, follow instructions, and accept redirection when needed. Most engaged confidently with adults and peers, reflecting developing comprehension and receptive language skills. During observations, children listened attentively in group activities, responded appropriately to prompts, and showed an emerging ability to participate in shared conversations, indicating that they were meeting expected developmental benchmarks. In one class, children participated successfully in a shared story session, listening with interest, answering questions, and contributing simple comments related to the narrative. This reflected early comprehension and engagement in structured language activities. In another class, children demonstrated developing book-handling skills and showed an awareness that print carries meaning. These foundational behaviours supported their early understanding of how books work.

Children's progress in the communication and language domain was judged satisfactory. They made steady gains in listening, responding, and early expressive language through daily routines, play-based interactions, and teacher-led activities. Most were able to follow instructions and respond to questions even when verbal fluency was still developing, demonstrating progress in receptive language and listening comprehension. However, the pace of progress varied across classes, reflecting inconsistencies in opportunities to extend language use. In one class, children demonstrated developing descriptive language as they named two primary colours and explained that they produced a named secondary colour. Their ability to articulate this process showed progress in vocabulary development, conceptual understanding, and clear communication. In another example, children were supported to develop polite and socially appropriate communication. One child, with teacher coaching, successfully asked a peer for a tool rather than reacting with frustration, demonstrating progress in expressive language, emotional regulation, and problem-solving through words. Children also improved in using polite forms of communication, such as thanking teachers and peers appropriately. Despite these meaningful gains, progress remained satisfactory because opportunities for extended conversation, rich vocabulary development, and independent expressive language were not consistent across the centre.

Areas for development

- Strengthen consistency in language-rich interactions across classrooms so children regularly experience extended conversation, expressive language practice, and purposeful dialogue.
- Increase intentional modelling of vocabulary and questioning strategies to help children use more complex language, explain ideas clearly, and engage confidently in a wider range of communication contexts.
- Enhance planning for progression in communication and language, ensuring activities systematically build receptive and expressive skills and provide targeted support for quieter or less verbally confident children.

Performance Standard 1 Helping our children to achieve in key areas of their learning

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

Physical development

Children's attainment in the physical domain was judged satisfactory. Most children demonstrated age-appropriate fine and gross motor skills during daily play and routines. Toddlers pushed wheeled toys, scooped sand with a palmar grip, filled and poured water, and threw balls toward a target, supporting early strength, balance, and hand-eye coordination. Older children held paintbrushes near the end to make broad strokes and adjusted their grip for smaller, more controlled movements when painting detailed areas. Across the centre, children showed appropriate balance and coordination as they climbed play structures, slid, swung, and pushed wheeled toys with control. They also demonstrated a range of grips when using large shovels with a whole hand grasp and transitioning to smaller tools requiring more refined finger movements. Most children displayed independence in self-care tasks such as toileting, dressing, and hand washing. However, opportunities to strengthen and extend fine motor development were not consistent. Planned experiences for purposeful mark making, tracing shapes, letters, and numbers, and developing endurance were limited, and opportunities to refine precision and finger dexterity through independent manipulation of small tools were not yet sufficiently embedded to move children to a dynamic tripod grip.

Children's progress in the physical domain was judged satisfactory. Most children made expected gains in control, coordination, and stamina over time. Increasing hand-eye coordination was evident as children filled and poured water with greater accuracy and used spoons and smaller tools to transfer sand into containers. Progress was also seen as children carried small to medium containers of water to tend plants, demonstrating improving balance, control, and spatial awareness. Children developed coordination and breath control through activities such as flying paper planes, tracking their movement through the air, and blowing through straws to move paper boats or create bubbles. These experiences supported children in sustaining effort, regulating movement, and managing physical challenges with growing confidence. However, opportunities to extend and refine gross and fine motor skills with greater rigour and progression were not fully developed. As a result, the transition from developing hand strength to more refined skills -such as using a tripod grip, tracing, and forming letters and numbers with increasing accuracy -was not always evident as children moved through the age groups.

Areas for development

- Strengthen fine motor development by embedding daily opportunities for children to manipulate small tools, engage in purposeful mark making, and build finger strength and precision through varied, progressive activities.
- Enhance gross motor challenge by introducing more structured opportunities for climbing, balancing, coordinated movement, and stamina-building tasks that extend beyond routine outdoor play.
- Improve curriculum progression by ensuring physical skills develop systematically across age groups, moving children from broad motor control to refined movements such as tripod grip use, accurate letter formation, and increased independence in physically demanding tasks.

Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding

Quality Indicator	Inspection Judgement
2.1 Social emotional learning	Satisfactory
2.2 Understanding of and appreciation for culture, religion and the environment	Satisfactory

Social emotional learning

Children's attainment in the social-emotional domain was judged satisfactory. Across the centre, most children demonstrated age-appropriate behaviour and conduct during free play activities, where they made choices, explored resources, and interacted positively with adults. During these periods, children generally remained settled, showed enjoyment in their learning, and demonstrated a growing awareness of routines and expectations. However, participation in whole-group sessions was more challenging for many children, as some found it difficult to sustain attention, follow group expectations, or remain engaged for extended periods. Most children demonstrated a strong sense of security and emotional well-being. They separated from parents with ease and accepted reassurance, comfort, and guidance from staff throughout the day. Warm, trusting relationships between adults and children supported children's confidence and willingness to engage in activities. Most children followed directions and cooperated well with adults, responding positively to clear expectations and consistent routines. Children interacted confidently with adults and enjoyed participating in shared conversations and activities. They demonstrated emerging confidence and positive self-esteem, particularly when engaging in familiar tasks. Social interactions with peers were developing, with most children playing alongside others using shared toys and equipment. This reflected early awareness of others and growing tolerance within shared spaces. However, peer play remained largely parallel rather than cooperative, and children were not yet consistently able to manage group expectations or navigate social situations independently. While children demonstrated age-appropriate social-emotional behaviours, opportunities to deepen peer interaction and strengthen independence in social situations were still developing.

Understanding of and appreciation for culture, religion and the environment

Children's understanding and appreciation of culture, religion, and the environment were judged satisfactory. Almost all children demonstrated an emerging awareness of Caymanian identity, engaging respectfully and confidently in the daily singing of the national song. This sense of belonging was further reinforced through regular interaction with national symbols displayed in the Cayman Heritage corners and through weekly flag-waving routines, which helped children recognise and value national traditions. Most children were also developing an awareness of different cultures and religions represented within the centre. Daily prayers supported familiarity with Christian practices, while weekly parent-led cultural sharing introduced children to traditions from Nepal, Guyana, South Africa, Jamaica, Honduras, and the Philippines. Children also learned about Diwali as a Hindu celebration, helping to promote early respect for diversity and an appreciation of cultural differences. Children's understanding of the environment was emerging appropriately for their age. Older children demonstrated awareness of caring for their immediate surroundings by pushing chairs in after use, disposing of rubbish responsibly, and keeping shared spaces tidy. Across the centre, children participated in caring for living things, including feeding a fish and a hermit crab and watering plants daily. These experiences supported children's early understanding of responsibility, empathy, and the importance of caring for the natural world. While children demonstrated age-appropriate awareness across cultural, religious, and environmental concepts, opportunities to deepen their understanding and apply these ideas more independently were not yet consistent.

Areas for development

- Strengthen children's independence and self-regulation by reducing reliance on adult prompts and promoting positive peer interactions, supported by consistent strategies that help them resolve conflicts calmly and engage more confidently during play and routines.
- Deepen older children's understanding of diversity by providing structured opportunities to compare religions and cultures through guided discussion, stories, and age-appropriate role play.
- Broaden environmental learning through richer, inquiry-based experience - investigations, observations and reflective discussions -focused on environmental change, conservation, and human impact.

Performance Standard 3 Ensuring effective teaching to support our children's learning and development

Quality Indicator	Current Inspection Judgement
3.1 Teaching	Satisfactory
3.2 Learning	Satisfactory
3.3 Observation, assessment and planning	Satisfactory

Teaching

Teaching was judged satisfactory. Most staff demonstrated suitable knowledge of child development and used this understanding to provide developmentally appropriate support for children at different ages and stages. Lesson plans were prepared by one teacher and provided sufficient detail to guide daily practice, but they did not include differentiated strategies to meet the varied needs of all learners. While teachers made spontaneous adjustments during lessons, the lack of intentional, planned differentiation meant some children did not consistently receive the level of challenge or support needed to extend their learning. Teachers used transition songs to move children smoothly between activities, and while these were generally effective, implementation varied across classrooms and this reduced their overall impact. Teachers provided a suitable balance of adult-directed and child-initiated learning opportunities, enabling children to make choices and develop independence. Nonetheless, some variation in practice meant that not all children experienced the same level of autonomy or engagement. The centre had a suitable range of resources that were adequately organised to promote exploration, imagination, and independence. Teachers used these materials in suitable ways to support hands-on learning and encourage children to engage meaningfully with their environment. All adults treated children with respect, and interactions were consistently positive, affirming, and supportive. These warm relationships contributed to children's confidence and willingness to participate. While teaching was caring and appropriate, greater consistency, differentiation, and intentional planning were needed to raise the overall quality of teaching from satisfactory to good.

Learning

Learning was judged satisfactory. Across the centre, most children demonstrated age-appropriate attitudes toward learning and engaged positively with the activities provided. Children showed curiosity, enjoyment, and a willingness to participate in both adult-directed and child-initiated experiences. Their behaviour during learning activities was generally focused, and they responded well to teacher prompts and guidance. These positive dispositions supported children in making steady progress and reflected their developing confidence as learners. Most children were able to draw on prior learning when activated by teachers, using familiar concepts and skills to support new learning. For example, children used previously learned vocabulary, routines, or problem-solving strategies when introduced to new tasks. This demonstrated emerging cognitive connections and the ability to build on earlier experiences. Children also showed developing independence, making choices about their learning and selecting materials or activities that interested them. This autonomy supported their sense of ownership and encouraged them to explore their environment with increasing confidence. While children were generally engaged, the level of challenge within learning activities varied across classrooms. In some instances, children were encouraged to think more deeply, ask questions, or extend their ideas, while in others, learning remained more superficial. As a result, not all children had consistent opportunities to develop higher-order thinking or expressive language skills. Although learning behaviours were positive, the variability in expectations and opportunities limited the extent to which children could consistently deepen their understanding. Strengthening the intentionality of learning experiences and ensuring greater consistency across classes would support children in achieving stronger learning outcomes.

Observation, assessment and planning

Observation, assessment, and planning were judged satisfactory. Teachers made regular observational assessments of children's learning using anecdotal records and checklists to document progress along their developmental journey. These observations provided useful insights into children's emerging skills and were used to inform planning. However, the quality and consistency of these assessments varied across classrooms, limiting their effectiveness in driving learning forward. In some cases, observations were detailed and meaningful, while in others they were brief or lacked sufficient information to guide next steps. The centre demonstrated a commitment to maintaining valid and reliable documentation of children's learning. Teachers collected samples of work, photographs, and observation notes to build a picture of each child's development. However, this information was not always organised in a way that allowed teachers to easily analyse progress or identify gaps in learning. As a result, opportunities to use assessment data to refine planning or target support were sometimes missed. Planning was generally aligned with children's developmental needs, and teachers used observations to shape learning experiences. However, the absence of differentiated strategies within planning limited the extent to which activities could be tailored to individual learners. This reduced the impact of planning on children's progress, particularly for those who required additional challenge or support. Strengthening the organisation, analysis, and use of assessment information would enhance the centre's ability to plan more intentionally and support children in making stronger progress.

Areas for development

- Strengthen differentiation in planning and teaching to ensure all children receive appropriate challenge and support.
- Improve consistency in the use of transition strategies, adult-child interactions, and child-initiated learning opportunities across classrooms.
- Enhance the organisation and analysis of assessment information to better inform planning and track progress.
- Increase the intentionality of learning experiences to deepen children's thinking, independence, and engagement.

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

Quality Indicator	Current Inspection Judgement
4.1 Curriculum Quality	Satisfactory

Curriculum quality

The curriculum was judged as satisfactory. It was underpinned by long-term and weekly plans aligned with the Cayman Islands Early Years Curriculum Framework, ensuring statutory expectations were met. The programme of learning was suitably broad and balanced, addressing all four domains and giving children access to a wide range of meaningful experiences. Play formed the central vehicle for learning, and the daily schedule reflected this through well-considered allocations for centre time, indoor and outdoor exploration, and child-initiated activity. This structure enabled children to engage with resources, make choices, and participate in experiences that aligned with their interests and developmental stage. The curriculum incorporated enrichment elements that extended children's experiences beyond the classroom. Field trips, including visits to the Turtle Farm, and interactions with community members during Culture Day and community helper themes, supported children in making connections between their learning and the wider Cayman Islands community. Planned experiences included aspects of Caymanian heritage, culture, and Christianity, promoting children's awareness of local traditions and shared values, though not yet fully developed. Weekly planning showed that the curriculum built satisfactorily on children's prior experiences, with concepts reintroduced in varied ways to reinforce understanding when needed. Observational information informed adjustments to planned experiences, ensuring that most children were supported to make progress. However, adaptations tended to occur after delivery rather than being intentionally designed in advance, which limited the level of challenge available for more confident learners. Overall, the curriculum met most requirements and provided an appropriate foundation for children's learning. Systems to ensure consistent progression, depth, and challenge across age groups were emerging.

Areas for development

- Develop and implement clear curriculum progression and mapping across all four domains so that depth, rigour, and expectations are explicit for each age group, weekly planning shows intentional progression, and leaders can demonstrate how learning builds over time for all children.
- Establish a systematic curriculum review and evaluation process that uses planning documents and assessment information to check coverage, identify gaps, and evaluate the impact of the curriculum on different groups of learners.

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

Health and Safety

The school's health and safety provision was satisfactory. A suite of policies and procedures reflected Cayman Islands requirements and provided a clear framework for maintaining a safe and supportive environment. These documents outlined expectations for daily practice and contributed to an orderly, well organised setting that promoted children's basic health and well-being. Record keeping systems were adequately maintained, and mandatory training requirements were met. Established procedures ensured that visitors signed in and out and were identifiable while on site. Supervision arrangements supported children's safety across indoor and outdoor routines. Risk assessments were consistently completed for activities taking place off site; however, equivalent assessments for activities within the school environment were not routinely documented. Although daily checks of the compound occurred, the absence of formal logs limited the school's ability to evidence the frequency of checks or any actions taken. Emergency procedures were in place, and some drills had been conducted, indicating partial compliance with expected safety practices. Transitions into the centre were supported through communication with families and gradual familiarisation with routines. However, the curriculum did not yet include an age-appropriate personal safety component to help children recognise safe and unsafe touch. The school demonstrated a clear commitment to promoting healthy lifestyles. Nutritious meals were provided, and hygienic routines -particularly hand washing -were embedded across the day. Overall, health and safety provision met core requirements, though systems to ensure full consistency, comprehensive evidence, and stronger compliance across all aspects of practice were not yet securely established.

Support and Guidance

Provision for support and guidance was judged satisfactory. The centre had an established policy that was in keeping with the Cayman Islands code of practice which provided a clear framework for supporting children who required additional guidance. There was a system in place to support collaboration between parents and staff and this contributed positively to children's care and well-being. In the past, specialist service providers who worked with children at the centre had opportunities to collaborate with staff and the Special Education Needs Coordinator (SENCO), which supported shared understanding of children's needs. Systems for identifying children requiring additional support were developing and collaborative work was being undertaken with The Early Childhood Care and Education Unit (ECCE) to support the writing of goals with measurable targets to help determine and track children's progress more accurately. The centre had a process in place to support children's transition into, across and out of the setting which helped children and parents feel secure and supported at key points of change. Relationships between adults and children were nurturing and supportive and staff demonstrated care and sensitivity in their interactions with children. Staff supported children's self-regulation through strategies such as calming corners, behaviour charts and structured turn taking activities including timed waiting. These approaches helped children to manage emotions and behaviour within daily routines. However, the use of these strategies was not yet consistent across the centre which limited their overall effectiveness. While systems to support children were in place further development was needed to strengthen consistency, evaluation and impact to ensure all children received timely and effective guidance.

Areas for development

- Strengthen statutory compliance by implementing robust monitoring systems, including up-to-date certifications, documentation,, clear leadership accountability, and regular audits to ensure all health and safety requirements are consistently met.
- Introduce an age-appropriate personal safety programme to build children's awareness of safe and unsafe touch, while improving consistency in behaviour and self-regulation approaches through centre-wide application of agreed strategies.
- Enhance support and guidance by embedding systems for identifying children needing additional help, setting measurable goals, and tracking progress to evaluate the impact of interventions.

Performance Standard 6 Leading and managing in partnership with parents and the community

Quality Indicator	Current Inspection Judgement
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

Leadership

Leadership was judged satisfactory. The school leader, who had been in post for five months, demonstrated competence, commitment, and a clear focus on improving outcomes for children. She had begun to establish systems to strengthen teaching, learning, and assessment, and her early actions reflected a strong understanding of the centre's priorities. The centre promoted an inclusive ethos, supported by policies and practices that encouraged tolerance, respect, and appreciation of differences. Staff well-being was treated as a priority, and leaders fostered a supportive environment in which staff felt valued and encouraged to contribute to the centre's development. Collaboration was a regular part of the centre's work. Staff met every Friday to discuss children's progress, reflect on the week's learning, and consider how planning could be improved. These discussions supported shared responsibility for children's development and contributed to a culture of continuous improvement. The centre also operated a distributed leadership model, with the principal devolving responsibilities to the lead teachers. This structure supported shared accountability and ensured that leadership functions were not concentrated in a single role. While leadership was positive and forward-looking, the centre had not yet established an advisory board. Plans were in place to do so within the next three months, and leaders recognised the importance of governance oversight in strengthening strategic direction and accountability. Overall, leadership demonstrated commitment, collaboration, and a developing capacity to drive improvement. Continued refinement of systems, alongside the establishment of an advisory board, will be essential to sustaining progress and ensuring that improvements are embedded across the centre.

Self-evaluation and improvement planning

The centre's self-evaluation and improvement planning were judged satisfactory. A system was in place to monitor the work of the centre, including teaching and learning; however, this system required further refinement to ensure it was rigorous, consistent, and capable of driving sustained improvement. Leaders used the recommendations from the last inspection report, alongside their own reflections and self-evaluation processes, to identify priorities for development. As a result, the school had made satisfactory progress in addressing previous recommendations, though several areas remained in the early stages of implementation. Assessment systems had become more structured, demonstrating a clearer intent to strengthen consistency across classrooms. Nevertheless, evidence of systematic tracking was still developing, and Learning Support Plan targets continued to be too broad, limiting the centre's ability to tailor support effectively for individual children. The centre had also significantly expanded cultural, religious, and environmental experiences, reflecting a strong commitment to broadening children's learning opportunities. However, monitoring the impact of these experiences on children's development was still emerging, and leaders had not yet established clear indicators to evaluate their effectiveness. While the centre demonstrated a positive trajectory and a willingness to improve, the self-evaluation process required a more evaluative approach, with greater emphasis on measuring the impact of actions and ensuring that findings directly informed the School Improvement Plan. Strengthening these elements would enable leaders to identify gaps more precisely, prioritise initiatives more strategically, and ensure that improvement planning more effectively supports children's progress.

Links with parents and the community

Links with parents and the community were judged satisfactory. The centre maintained regular, two-way communication with families through WhatsApp groups, emails, weekly newsletters, and end-of-term meetings. These channels ensured that parents were well informed about their children's progress, classroom activities, and upcoming events. Parents received timely progress reports that provided clear information about their children's development across the early years domains. This supported strong home-school partnerships and enabled parents to engage meaningfully in their children's learning. The centre was beginning to cultivate links with other early childhood centres and schools, recognising the value of professional collaboration and shared learning. These emerging partnerships had the potential to strengthen practice and broaden opportunities for staff development. The centre also engaged actively with the wider community. Visits from the police service, fire service, and nursing department enriched children's learning and helped them understand the roles of community helpers. Children also participated in community-based activities such as "Carol Walks," neighbourhood strolls, and charity events like the Cancer Walk. These experiences supported children's social development, cultural awareness, and sense of belonging. While communication with parents was strong and community engagement was meaningful, the centre had not yet fully evaluated the impact of these initiatives on children's learning and well-being. Strengthening the monitoring of parental engagement and community partnerships would help leaders identify which activities most effectively support children's development and where further opportunities could be introduced. Overall, the centre demonstrated a positive commitment to building strong relationships with families and the community, with clear potential for further growth.

Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. Most staff were certified and appropriately qualified for their roles, and they possessed the skills needed to support children's holistic development. Staff demonstrated commitment to the centre's mission and worked collaboratively to create a nurturing and engaging environment for children. Recruitment procedures were in place to ensure that the centre maintained adequate staffing levels; however, high staff turnover presented challenges in sustaining consistent practice and embedding long-term improvements. This instability affected continuity for children and required ongoing attention from leaders. Staff were deployed appropriately to meet the needs of the centre and its children. Classrooms were organised to promote independence, exploration, and purposeful play, and resources were generally accessible and well maintained. The learning environment supported children's physical, cognitive, and social-emotional development, offering a balance of structured and open-ended materials. Staff interactions with children were consistently positive, and adults demonstrated warmth, respect, and attentiveness in their engagement with learners. While the environment was supportive and staff were suitably qualified, the centre would benefit from strengthening induction processes, mentoring systems, and professional development pathways to mitigate the impact of turnover. Ensuring that all staff receive consistent training in curriculum implementation, assessment, and behaviour strategies would help promote greater consistency across classrooms. Overall, staffing and the learning environment provided a solid foundation for children's development, with clear opportunities to enhance consistency and sustainability.

Areas for development

- Strengthen monitoring systems to ensure self-evaluation is evaluative, impact-focused, and directly informs improvement planning.
- Establish the advisory board to enhance governance oversight, strategic direction, and accountability.
- Improve consistency in assessment, tracking, and documentation to ensure reliable information guides planning and support.
- Reduce the impact of staff turnover by strengthening induction, mentoring, and professional development systems.

Summary of Parent and Staff Survey Results

Before the inspection, the views of students, parents and staff were obtained through surveys. The numbers of participants that completed the surveys were as follows:

Parents	29	Staff	8
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Parents

Parental feedback indicated very high levels of satisfaction with the quality of provision at the setting. Quantitative survey data showed that all parents agreed their children were making good progress in learning and development and enjoyed attending the setting. This was reinforced by qualitative comments describing children as happy confident and eager to attend each day. Parents consistently highlighted the welcoming and inclusive ethos and the dedication and care shown by staff. All parents agreed that children were safe well cared for and supported to lead healthy lifestyles. Strong relationships between children and adults were evident with all parents confirming that their children enjoyed positive interactions with staff. Qualitative comments reflected this view with parents describing staff as nurturing supportive and reassuring particularly for first-time parents. Regular photo updates and communication helped parents feel informed about their children's experiences and development. Leadership and partnership with parents were viewed very positively. All parents agreed that leaders created an inclusive environment and supported children's achievement. Almost all parents agreed that communication was regular and that their views were sought although a small number raised concerns about the timeliness of communication following minor incidents. Almost all parents also agreed that progress reports were sufficiently detailed and included next steps and guidance for supporting learning at home suggesting scope to strengthen consistency further. A small number of aspects were relatively weaker although still positive overall. Most parents agreed that their children had an age-appropriate understanding and appreciation of culture religion and the environment.

Staff

Staff perceptions of the early childhood setting were highly positive. Across almost all indicators, all respondents agreed that the setting provided a safe, caring and inclusive environment where children were well supported in their learning and development. Staff described the centre as committed to continuous improvement, with one noting that although the institution was not perfect, it “was committed to continuous improvement and always strived to give our children the very best... creating a safe, nurturing, and supportive environment where every child could learn, grow, and feel valued.” Staff also spoke favourably about the play-based approach, stating that “the children were doing very well through play-base learning.” This aligned with respondents' unanimous agreement that the learning environment was positive and balanced, and that assessment practices were effective. Safeguarding knowledge, SEN provision and transition arrangements were endorsed by all respondents, reflecting consistently strong practice. Leadership was viewed as a significant strength. All staff agreed that leaders were effective, promoted an inclusive culture, supported professional development and contributed to high morale. All staff felt fully involved in self-evaluation and improvement planning. Communication with parents and engagement with the wider community were also rated highly with all staff agreeing the practice was strong. A small number of indicators showed minor variation. A majority of staff agreed that almost all children demonstrated consistently positive behaviour, and most agreed that children were independent learners and made good progress across developmental domains. While still positive, these responses indicated slight variability in staff perceptions.

What Happens Next?

The school 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 school as requiring improvement;
- other external reports or sources of information that comment on the work of the school.

Further Information

Inspections of Educational Institutions in the Cayman Islands

As determined by the Education Act (2024 Revision), 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 educational institution for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'Successful Schools and Achieving Students 2' (Cayman Islands Government, October 2020) is the tool which is used by inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. Educational institutions also use the respective inspection framework(s) to review their own work.

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 educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- 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	70% or more but less than 90%	70% to 89%
Majority	Half or more but less than 70%	50% to 69%
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

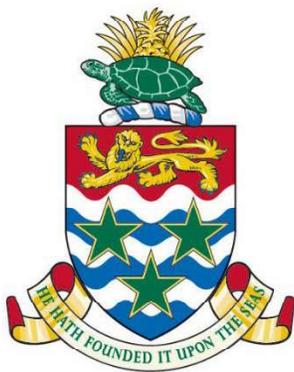
You can contact us using the following e-mail address: adminOES@gov.ky

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

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