



Office of Education
Standards
Cayman Islands Government

FOLLOW-THROUGH INSPECTION REPORT

OCTOBER 2025



SISTER JANICE EARLY LEARNING CENTRE

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Introduction

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

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

Process

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

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

Follow-Through Inspection

The Follow-Through Inspection of Sister Janice Early Learning Centre took place from 16 October 2025 to 17 October 2025. The inspectors gathered evidence through lesson observations and discussions with staff and leaders. The setting's documents and children's progress and attainment information were also reviewed.

During the Follow-Through Inspection of Sister Janice Early Learning Centre, Inspectors evaluated the progress that had been made by setting leaders in addressing the three recommendations from the previous full inspection.

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

When Will This Early Childhood Setting Be Inspected Again?

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

Overall Full-Inspection Judgement History

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

Early Childhood Setting Information

General Information		
	Setting name	Sister Janice Early Learning Centre
	Address	41 Desmond Drive Crewe Road
	Telephone number	1 (345) 949-2524
	Website	None
	Name of principal/manager	Ms. Carol Watson
	Name of owner	Mr. Eldon Rankine
	Date of this inspection	October 16 – 17, 2025
	Date of last inspection	February 24 – 25, 2025
Children		
	Number of children on roll	50
	Age range of the children	1-4 years
	Groups	2A, 2B, 3A, 3B & 4
	Number of Caymanian children	29
	Number of children with additional learning support needs	12
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Cayman Islands Curriculum Framework
	External tests and assessments	NA
	Accreditation	NA
Staff		
	Number of licensed teachers	2
	Number of other staff	12
	Teacher-child ratio	1:4

Recommendations

Recommendation 1
Maintain strict adherence to all health and safety requirements, including vigilant supervision of children at all times, to ensure a safe and secure learning environment.
The setting had made satisfactory progress in strengthening health, safety, and child protection arrangements through new and improved initiatives. A revised Child Protection Policy aligned with regulatory expectations had been implemented and was understood by all staff. Two designated Child Protection Officers were clearly identified and were knowledgeable about reporting procedures. All staff had completed child protection and CPR training and a Volunteer Policy was in place, requiring Child Protection training prior to engagement. Risk assessment procedures had been improved. Written assessments were now conducted for off-site trips, and daily safety checklists monitored classrooms, playgrounds, and hygiene. Fire and safety drills were consistently conducted and recorded. Leadership oversight would however, benefit from a compliance calendar to track inspections and renewals. Supervision during transitions and at key times throughout the day was routinely monitored by school leaders. Health and hygiene practices, including diapering and handwashing, now reflected best practice. Cleaning logs were maintained, and the Medication Policy ensured safe administration with parental consent and accurate records. Child-safety education had commenced, with staff introducing basic safety language. However, this initiative was at an early stage and required structured delivery and reinforcement. Some areas for improvement were noted. Bathroom privacy was compromised in one instance with boys and girls being in the same bathroom at the same time. Additionally, on a few instances, parents entered the setting beyond the lobby to drop off their children and were unaccompanied by school personnel. Leaders acknowledged these lapses and responded promptly with staff reminders. Although not previously recommended, the centre had added a secure lobby for drop-off, reducing congestion at the front door and security cameras had been installed to enhance oversight of the premises. Overall, the centre had laid a stronger foundation for a safe, compliant, and protective learning environment.

Recommendation 2

Ensure effective leadership which places an appropriate focus upon children's achievements by:

- Holding staff accountable for high standards of teaching and learning through effective systems of performance management.
- Developing effective systems and procedures for self-evaluation and improvement planning.
- Enhancing record keeping to improve safety and promote best practice.
- Establishing an active and effective advisory board.

The setting had made satisfactory progress in addressing this recommendation.

The principal conducted daily classroom observations and provided feedback, which had begun to raise staff awareness of expectations for instructional quality. These visits had also contributed to a more visible presence of leadership in classrooms and encouraged informal reflection among teachers about their practice. While areas requiring whole-school attention were occasionally addressed through internal training, this is not yet embedded within the school's instructional leadership framework. A structured system with clear goals and measurable targets for individual staff was needed, alongside mechanisms for accountability. Performance management therefore remained underdeveloped.

Self-evaluation was at an early stage of development. The principal had begun to use the self-evaluation process to identify priorities but had not yet planned for improvements. The Self-Evaluation Form (SEF) submitted for this Follow-Through Inspection provided some insight into the school's emerging strengths and areas requiring further development. However, the document was not yet fully aligned with the Early Years Framework and did not reference all previous recommendations. The School Improvement Plan addressed the three recommendations from the previous inspection and provided a useful foundation for ongoing development. While it required further refinement to include more detailed analysis, success criteria, and measurable actions, it reflected a growing understanding of how improvement planning can be used strategically to drive change. The principal acknowledged the need for support in this area, and the deputy director has committed to providing it.

Record keeping had improved significantly. Documentation was well-organised, accessible, and accurately reflected the operational scope of the setting, including policies, staff files, compliance records, training logs, and safety checks. Files were clearly labelled and systematically stored, allowing for efficient retrieval and review. The improved consistency and completeness of records demonstrated a growing culture of accountability and professionalism. Leaders were able to use records more effectively to monitor compliance and guide decision-making. These improvements have contributed to a more transparent and emerging well-managed environment.

In response to the previous inspection, an eight-member advisory board had been established. However, it had not yet convened, and leaders remained unclear on how to effectively integrate its role into school governance. Further guidance was required to ensure the board contributed meaningfully to strategic development.

Overall, the setting had made some early, but satisfactory progress around the specific of this recommendation, but school leadership needed targeted support with on-going self-evaluation and strategic improvement planning.

Recommendation 3

Ensure progress monitoring, including tracking progress against Learning Support Plan targets, is valid, reliable and accurate and that data is used effectively to support children's learning.

The setting had made satisfactory progress in developing systems for progress monitoring.

Staff had received ongoing support from the ECCE Unit, particularly in understanding assessment tools and establishing consistent data collection procedures. A standardised baseline assessment tool had been introduced and will be administered three times annually, supporting both in-year and longitudinal tracking. Training on data analysis was ongoing, but its impact on current classroom practice was not yet evident.

Recording of progress for children with Learning Support Plans (LSPs) had improved, though audit trails remained underdeveloped. Records often described activities rather than evaluated progress or intervention impact. Leaders acknowledged that this limited the accuracy of tracking and made it difficult to measure small but important steps in development. The recent acquisition of the Toddle App was a positive step toward centralised tracking, but implementation was still in progress.

Despite these structural improvements, lesson adaptations based on assessment data were not yet consistently evident in teachers' planning documents. One example of responsive teaching was observed in a class supporting children with speech delays, where the teacher demonstrated a strong understanding of the child's communication needs. She effectively scaffolded his expressive language development by consistently modelling vocabulary to help him express himself and sensitively interpreted his gestures by offering matching language. However, such practice was not yet embedded across the setting.

Leaders acknowledged that coherence across the assessment cycle, from administration to analysis, required further development. Alignment with the Early Years Curriculum Framework and mapping to developmental domains was still in progress as were systems for tracking LSP targets to ensure clear evidence of individual progress.

Overall, the setting was establishing a more systematic approach to assessment. While foundational structures were in place, further refinement was needed to ensure that progress data effectively informed planning, intervention, and reporting.

Summary of Parent and Staff Survey Results

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

Parents	21	Staff	12
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Parents

The Parent Survey revealed a multifaceted picture of parental perspectives, highlighting key themes that shaped their experiences. All parents expressed strong confidence in their children's overall development and learning, as well as progress, especially through play-based learning and emotional growth. However, cultural education appeared to need more emphasis with only a majority expressing strong agreement that the setting was promoting this aspect of their children's development well. Trust in staff and leadership was evident with a majority of parents affirming trust in the staff and almost all expressing confidence that the school leadership positively influenced children's achievement and inclusivity. Most parents believed that the staff was appropriately qualified, though a few remained unsure. Safety and well-being were widely affirmed, with almost all parents agreeing that their children were safe and well cared for and all parents affirmed their children's enjoyment and emotional security in a secure, nurturing environment. Inclusion and support for special educational needs showed promise with a majority of parents responding positively, but this required additional work since a significant minority of parents expressed the need for clearer communication or visibility of support. Almost all parents affirmed that communication was generally effective, yet engagement in decision-making was mixed with almost equal proportions of parents confirming their strong agreement, agreement, or uncertainty with this aspect of the school's operation. Finally, while almost all parents generally agreed that resources and the facility were of good quality to support learning, a significant minority remained unsure about the setting's engagement with the wider community, suggesting this area could be more prominent, yet overall satisfaction with the quality of education remained high.

Staff

Staff survey responses indicated that the setting had made satisfactory progress in key areas of early childhood provision. Almost all staff agreed that the setting provided a good quality of education, with strengths in behaviour management, cultural awareness, safeguarding, and positive relationships. All staff affirmed the presence of a balanced learning environment and strong community links. Most believed children made good developmental progress, and the majority felt children were independent learners.

However, a significant minority raised concerns about the effectiveness of assessment systems, staff well-being and strategic leadership. While the majority felt children with additional needs were supported, a minority noted inconsistencies. Most staff viewed transition arrangements positively, though a few highlighted planning gaps. Professional development was accessible, but a minority questioned its impact. Engagement in self-evaluation and clarity around the advisory body's role were limited. Most staff agreed staffing was adequate, though a minority were uncertain about qualifications and deployment. A significant minority felt resources and facilities required improvement to fully support teaching and learning.

Further Information

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

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

About the Office of Education Standards

Who Are We and What Do We Do?

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

How to Contact Us

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

Where to Read our Reports

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

Information about the Inspection Team

Role	Name	Affiliation
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Office of Education Standards

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