



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

March 2026



Discovery Kids Preschool

Table of Contents

- First Steps to Success Early Childhood Inspection Framework.....3
- Early Childhood Setting Information.....4
- Context.....5
- Overall Judgement History5
- Next Steps.....5
- Current Performance Summary.....6
- What the School Does Well.....8
- Recommendations.....8
- Inspection Findings9
 - Performance Standard 1 Helping our Children to achieve in key areas of their learning and development.....9
 - Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding..... 13
 - Performance Standard 3 Ensuring effective teaching to support our children's learning 15
 - Performance Standard 4 Offering a curriculum that meets the educational needs of all our children 17
 - Performance Standard 5 Keeping our children safe and well supported 18
 - Performance Standard 6 Leading and managing in partnership with parents and the community.....20
- Summary of Student, Parent and Staff Survey Results.....23
- What Happens Next?25
- Further Information.....25
- The Office of Education Standards.....27

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	Discovery Kids Preschool
	Address	93 Hospital Road, George Town
	Telephone number	345-946-5437
	Website	NA
	Name of principal/manager	Irene Ebanks
	Name of owner	Rochelle Dilbert
	Date of this inspection	March 3-4, 2026
	Date of last inspection	January 24-25, 2024
Children		
	Number of children on roll	50
	Age range of the children	Birth to 4 years
	Groups	Infants - birth to 18 Months; Toddlers - 18 Months to 36 Months; Young Child- 3 Years to school age
	Number of Caymanian children	10
	Number of children with additional learning support needs	3
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	CIEYCF
	External tests and assessments	NA
	Accreditation	NA
Staff		
	Number of licensed teachers	1
	Number of other staff	15
	Teacher-child ratio	1:3

Context

Discovery Kids is a long-established early childhood centre that has evolved significantly over time and now serves as a growing, play-based learning environment for children from six weeks to four years old. Originally opened in 2010 as an after school programme, the centre has expanded its provision to become a full early childhood care and education setting. It is located on the first floor of the Sigma Building on Hospital Road in George Town and currently enrolls 50 children across three class groups. The centre operates from 7:15 a.m. to 5:30 p.m. and maintains favourable staff-to-child ratios, supported by one licensed teacher and a larger group of early childhood practitioners with varied qualifications.

The centre's mission emphasises nurturing creative thinkers, problem solvers and confident, independent learners within a safe, stimulating and caring environment. This ethos is reflected in the substantial redesign of the learning environment undertaken since the last inspection. Classrooms have been renovated to include purpose-built, Cayman-themed learning centres such as a bank, market, hospital, public works station and cultural displays. These enhancements provide authentic, real-world learning experiences that strengthen children's cognitive development, communication and cultural understanding. Additional improvements include expanded sensory areas, upgraded science centres, new literacy corners and redesigned self-regulation spaces that support children's emotional well-being.

While the advisory board is currently being reconstituted, leadership remains stable, proactive and committed to continuous improvement.

Overall Judgement History

Cycle 1 Inspection	May 2019	Satisfactory
Cycle 2 Inspection	June 2021	Satisfactory
Cycle 3 Inspection	January 2024	Satisfactory
Cycle 4 Inspection	March 2026	Good

Next Steps

The educational setting is judged good 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	Good	↑
	1.2 Progress	Satisfactory	Good	↑
Social Emotional development	1.1 Attainment	Satisfactory	Good	↑
	1.2 Progress	Satisfactory	Good	↑
Communication and Language development	1.1 Attainment	Satisfactory	Good	↑
	1.2 Progress	Satisfactory	Good	↑
Physical development	1.1 Attainment	Excellent	Excellent	→
	1.2 Progress	Excellent	Excellent	→

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	Good	↑
2.2 Understanding of and appreciation for culture, religion and the environment		Good	Excellent	↑

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	Good	↑
3.2 Learning		Satisfactory	Good	↑
3.3 Observation, assessment and planning		Satisfactory	Good	↑

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	Good	↑

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	Good	Excellent	↑
5.2 Support and guidance	Good	Excellent	↑

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

What the School Does Well

1. The intentional redesign of the centre deepens children's connection to Caymanian culture by creating purposeful, immersive spaces that provide authentic, real-world learning experiences. These thoughtfully crafted spaces naturally promote cultural understanding, enquiry, problem-solving and rich language development as children explore and play within them.
2. Centre leaders have implemented systems to coordinate the contributions of multiple stakeholders, ensuring children with additional learning support needs receive cohesive, well-aligned and comprehensive care and support.
3. The centre has created strong trusting partnerships with parents through consistent two-way communication and meaningful opportunities for families to contribute to and participate in their children's learning journeys.
4. A strong culture of safety is firmly embedded across the centre, ensuring that children's safety and well-being are always a top priority.

Recommendations

1. Develop systems to embed effective leadership and teaching best practices including succession planning to ensure continuity of improvement initiatives.
2. Continue to develop teachers' knowledge to ensure that:
 - learning opportunities are purposefully designed to promote children's exploration, enquiry, independence and self-regulation.
 - their understanding of developmental milestones support accurate assessment of children's knowledge and skills.

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	Good
	1.2 Progress	Good

Cognitive development

Children's attainment in the cognitive domain was judged as good. Children consistently demonstrated secure development across early cognitive milestones. Younger infants showed clear cause-and-effect understanding - when they pressed buttons on sensory toys and activated lights or music, they repeated the action intentionally, indicating emerging problem-solving. Older infants counted by rote during songs and daily routines, while children in the Toddlers and Preschool 1 classes were demonstrating early quantity awareness by selecting two or three objects when prompted. In Preschool 1, children confidently identified initial letter sounds and generated examples such as "cat" and "car," showing growing phonological awareness. Across the centre, early numeracy and literacy were embedded meaningfully within daily experiences, which strengthened children's ability to apply learning in real contexts. Children counted peers before transitions, explored letters during story time and handled money during role-play and real-life experiences, such as purchasing ice cream from a visiting truck. These opportunities deepened their understanding of number, value and exchange. Children also engaged purposefully with tools and investigative resources. They used magnifying glasses, flashlights, keys, locks and construction tools with increasing precision, demonstrating developing reasoning and problem-solving skills. Their ability to use these materials with intent reflected the centre's emphasis on hands-on exploration, which directly contributed to children's strong cognitive attainment.

Progress in the cognitive domain was good, with children demonstrating increasingly sophisticated thinking and reasoning over time. As they engaged in hands-on exploration, children moved from making simple verbal predictions to offering early explanations for their ideas --for example, suggesting that ice would melt if left out of the freezer or that colours would change when mixed. Their creative work also reflected growing intentionality: whereas younger children experimented freely with crayons and paint, older children selected natural materials such as straw, leaves and grass to achieve specific textures and effects in their artwork. Across the setting, children showed greater independence as they tested their own ideas with less adult prompting, particularly during open-ended exploration such as mixing colours or experimenting with materials. Toddlers progressed from identifying basic shapes and colours to beginning to describe properties such as size and number of sides. Although children were developing well, there remained scope to deepen their critical thinking by encouraging them to record their predictions, observations and outcomes during simple investigations. This would strengthen their ability to reflect on their learning, make connections and articulate their reasoning with increasing clarity.

Areas for development

- Increase structured opportunities for children to document their thinking, including recording predictions and observations during scientific exploration, so they develop stronger skills in reflection, reasoning and early scientific enquiry.
- Strengthen children's independent thinking by reducing adult direction, ensuring they have regular opportunities to explore, problem-solve and generate their own ideas before adults intervene or provide solutions.

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	Good
	1.2 Progress	Good

Social Emotional Development

Attainment in the social and emotional domain was judged as good. Children consistently demonstrated age-appropriate behaviours that contributed to calm, positive learning environments. Almost all children showed a secure sense of self and were able to take turns, share resources and follow agreed boundaries, which resulted in cooperative play and smooth daily routines. When reminders were needed, children responded quickly, allowing classrooms to remain safe, orderly and purposeful. Almost all children accepted redirection with ease and sought adult reassurance confidently, demonstrating trust in caregivers and the ability to manage moments of frustration. Their growing independence was evident in daily routines: toddlers and Preschool 1 children used cutlery with increasing control during mealtimes and older infants attempted to feed themselves before accepting adult support. These actions reflected children's developing confidence, self-help skills and emotional security.

Progress in the social and emotional domain was also judged as good. Almost all children were becoming increasingly aware of how their actions affected others and the world around them. They engaged enthusiastically in environmentally responsible practices using the recycling centre, caring for plants and reusing materials which strengthened their sense of responsibility and stewardship. Children also participated meaningfully in cultural celebrations and religious observances, including singing national songs and taking part in daily devotions. These experiences deepened their understanding of identity, community and respect for diversity. While some self-regulation strategies, such as the use of calming corners, were evident, these practices were not yet fully embedded across all routines. There remained scope to provide more intentional challenge and personalised conversations to help children extend their resilience, reflect more deeply on their actions and strengthen their capacity for independent emotional regulation.

Areas for development

- Continue to strengthen children's emotional development by providing sustained, high-quality staff training in conflict-resolution strategies and in modelling effective self-regulation techniques, ensuring these approaches are embedded consistently across daily routines.
- Enhance children's reflective thinking by creating authentic and purposeful opportunities for them to talk about their actions, feelings and learning, enabling them to develop deeper self-awareness and greater ownership

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	Good
	1.2 Progress	Good

Communication and Language development

Attainment in the communication and language domain was judged as good. Children's actions consistently strengthened their expressive and receptive language development. Infants communicated through babbling, gestures and early word approximations. When they reached out, pointed or vocalised, adults responded immediately, helping infants understand that their actions could influence others. Their ability to follow simple instructions such as “come here” or “give me the ball” showed that repeated exposure to clear verbal cues enabled them to connect language with purposeful movement. Toddlers advanced their communication by using short sentences to express needs and ideas and their attentive listening during small-group activities allowed them to respond appropriately, demonstrating how their engagement directly supported language growth. Older children in Preschool 1 deepened their active listening skills by participating in circle time. When they waited their turn, responded to questions and engaging in devotion, they strengthened conversational awareness and social communication. Across the centre, children handled books carefully, turning pages, pointing to pictures and discussing characters because they actively explored the wide range of texts available. Early writing skills developed through daily self-sign-in routines, mark making indoors and outdoors and sensory experiences such as scribbling in mud with toy pigs, allowing children to experiment with symbols and understand that marks carry meaning.

Progress in the communication and language domain was judged as good. Children's increasingly purposeful actions directly strengthened their ability to communicate, interact and express ideas. Those who once relied on single words or gestures began initiating longer exchanges. When they asked questions and responded to peers and adults, they actively built vocabulary and sentence structure. Participation in drama and storytelling accelerated this progress. When children acted out familiar scenarios such as visiting a doctor or retelling The Three Little Pigs, they organised their thoughts, sequenced events and used more complex language, showing how imaginative play deepened narrative skills. In Preschool 1, children's participation in leadership roles further advanced their communication. Leading daily devotions, giving instructions and guiding peers required them to project their voice, choose precise language and adjust communication based on audience response. Toddlers moved from exploratory scribbling to creating collages and artwork that reflected their ideas; by selecting materials and describing their creations, they strengthened expressive language and confidence. Continued opportunities for extended conversations across varied contexts would further refine expressive language, deepen reasoning and strengthen children's ability to communicate with clarity and purpose.

Areas for development

- Provide children with more frequent opportunities to sustain and extend conversations across varied routines and play experiences, helping them broaden vocabulary, deepen reasoning and strengthen confident communication.

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

Physical development

Children's attainment in the physical domain was excellent, with internal assessments showing that almost all children were achieving or exceeding early years learning goals. Their fine and gross motor development was consistently strengthened through purposeful activities and well-organised learning environments that encouraged children to use their bodies with increasing control and confidence. In the Infants class, children linked large connecting blocks and manipulated beads or activated toys using their developing pincer grasp; these repeated actions directly strengthened hand-eye coordination and early dexterity. Toddlers refined precision by engaging in mark-making and carefully picking up feathers and cotton balls to create sheep and chickens, demonstrating growing control in small-muscle movements. In Preschool 1, children further refined fine motor skills through outdoor kitchen play, stirring and flipping “pancakes” with a spatula and completing more complex tasks such as pouring water into narrow openings and using scissors. While outdoors, almost all children climbed, slid, ran, swung and rode equipment that offered appropriate challenge, enabling them to build strength, balance and coordination. Wellness routines, music and bubble play inside classrooms contributed to a holistic approach, ensuring children developed physical competence across a wide range of experiences.

Children's progress in physical development was excellent. Assessment data, development records and observations show all children consistently demonstrate the expected progress or maintain already high standards in line with development norms and outcomes. Regular outdoor play, combined with indoor movement activities such as dance and exercise, enabled almost all children to strengthen their gross motor skills over time. The youngest children benefited from the spacious Infant classroom, where tummy time, crawling, rolling and early walking were encouraged, allowing them to build core strength and mobility as they explored freely. Across the setting, almost all children demonstrated increasing coordination in fine motor tasks. Toddlers and Preschool 1 children fed themselves independently, seeking adult support only when needed, while older infants were encouraged to feed themselves before receiving assistance --actions that directly supported self-help skills and hand-mouth coordination. Almost all toddlers used paintbrushes and glue with growing control and a few Preschool 1 children demonstrated an emerging tripod grip when drawing “Mat Man,” reflecting refined finger strength and pencil control. Almost all children showed awareness of safe movement indoors and outdoors, following simple instructions such as not running in the classroom. This contributed to calm, orderly environments where children could move confidently and purposefully as their physical skills continued to develop.

Areas for development

- Extend opportunities for children to engage in increasingly challenging fine and gross motor experiences, ensuring that all children continue to refine strength, coordination and control as they progress through the setting.

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	Excellent

Social emotional learning

Social and emotional learning was judged as good. Almost all children demonstrated respectful, considerate behaviour demonstrating a well-developed age-appropriate awareness of rules and expectations, with almost all children being able to follow classroom routines confidently. Almost all children engaged positively with peers, managing their emotions with increasing success during play and daily activities. For example, children in the Infant classroom interacted well with one another, requiring only occasional reminders to support turn taking and sharing as they explored their resources and engaged in early cooperative play. In the Toddler class almost all children were able to effectively work alongside each other, taking turns and sharing paints and crayons whilst mark making and creating farm animals. These positive social interactions contributed to calm, purposeful learning environments where almost all children managed transitions effectively, accepted redirection with ease and participated fully in group activities. Furthermore, almost all children formed healthy, secure attachments with staff across the provision who consistently cared for and taught children in nurturing, warm and supportive ways. Children sought comfort and reassurance confidently when needed and adults responded sensitively, creating an emotionally safe climate in which children felt valued and emotionally secure. This strong emotional foundation supported children's well-being, confidence and their ability to play successfully alongside their peers. A few children in the Preschool 1 class were developing early self-regulation skills and a clearer understanding of how their actions affected others as a result of staff modelling respectful communication and providing consistent guidance. Additionally, a few children in the Preschool 1 class were also beginning to develop conflict resolution skills, ably resolving minor conflicts with growing independence.

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 excellent. Their daily actions consistently demonstrated deep cultural awareness, respect for diversity and emerging environmental responsibility. Almost all children showed age-appropriate knowledge of Caymanian heritage, a direct result of the highly immersive learning environments created across the setting. The Toddler and Preschool 1 classrooms, designed to reflect George Town and Seven Mile Beach, enabled children to interact naturally with cultural symbols and settings. As they moved through these spaces, children engaged purposefully with artefacts and displays, which strengthened their sense of identity and belonging. For example, older infants confidently identified local animals such as the Blue Iguana and Parrot, while almost all Preschool 1 children stood respectfully for the Cayman National Song, demonstrating an understanding of cultural customs. Wider cultural appreciation developed because children regularly explored the diverse nationalities represented in the centre. During circle time, they shared their own backgrounds using classroom books created with their families and during Culture Week they tasted traditional dishes and sang national anthems. These experiences helped children recognise and value differences, which positively influenced their interactions and attitudes toward peers. Children's awareness of world religions deepened through celebrations of Hanukkah, Diwali and Christmas. As a result, almost all children participated respectfully in daily devotions and began to recognise key symbols and practices from global religions. Environmental understanding was also strong. Older children took part enthusiastically in planting, recycling and reusing materials. Through these hands-on actions, they began to understand how their choices affected the environment, demonstrating early stewardship and responsibility for their surroundings.

Areas for development

- Continue to embed more family orientated activities such as family beach clean ups to further promote environmental awareness and sustainability

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

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

Teaching

Teaching was judged as good. Staff created purposeful, well-organised environments that supported children's engagement, independence and social development. Teachers planned daily lessons with clear objectives and activities matched to children's developmental levels, enabling most children to access learning successfully. Staff demonstrated a secure understanding of how young children learn, resulting in imaginative and engaging experiences that captured children's curiosity. Across all age groups, there was an appropriate balance of adult-directed and child-initiated play, allowing children to make choices, develop independence and practise early social skills. Classrooms and outdoor areas were thoughtfully arranged with stimulating resources that promoted exploration, enquiry and problem-solving, enabling children to extend their learning through play. Effective rules and routines were implemented in age-appropriate ways, creating calm, predictable environments where children moved confidently through the day. In the Toddlers class, children sat calmly in a circle and participated enthusiastically in storytelling and singing because teachers had established clear expectations and modelled routines consistently, strengthening children's ability to follow instructions and regulate their behaviour. Transitions were well timed and sensitively supported, helping children remain settled and focused. In the Preschool 1 class, children independently managed centre choices by placing their picture cards on centre boards, ensuring fair access to resources and strengthening turn-taking, cooperation and spatial awareness. Staff were beginning to use open-ended questioning to deepen children's thinking, though this required further development for greater consistency. Warm, respectful and nurturing relationships were evident across the centre, helping children feel secure and supporting the development of emerging self-regulation skills. As a result, children engaged positively with adult and peers, demonstrating growing confidence and social competence during learning episodes.

Learning

Learning was judged as good. Almost all children showed strong motivation, interest and enjoyment, which enabled them to participate actively and sustain focus across a wide range of experiences. Staff provided well-structured opportunities for children to revisit and build on prior knowledge and as a result, almost all children were able to link previous learning with new concepts to deepen their understanding. In the Toddlers class, children confidently suggested songs and animals to sing about during group time and mimicked the actions, demonstrating how prior experiences strengthened recall, language and participation. Purposefully arranged learning centres - such as the bank, hospital, market and science areas - supported purposeful decision-making, independence and imaginative play, allowing children to extend their thinking. Children persisted with both self-initiated and teacher-directed activities, showing developing resilience and the ability to remain absorbed in tasks. In the Preschool 1 class, children reenacted their real-life experience of buying ice cream by role-playing flavour choices, money exchange and serving customers, illustrating how authentic experiences were internalised and used to extend problem-solving and social interaction. In the Toddlers class, children playing in the farm sensory tray shared animal names and sounds, showing how sensory play supported language development and conceptual understanding. Even the youngest infants explored freely, stretching and reaching for toys, demonstrating early curiosity and emerging physical competence. Warm, responsive interactions across the centre helped children feel secure, enabling them to take risks, collaborate with peers and develop confidence. As a result, children across all age groups demonstrated good levels of understanding, independence and social competence in line with expected developmental outcomes.

Observation, assessment and planning

Observation, assessment and planning were judged as good. Staff used a range of purposeful strategies that directly supported children's progress and ensured learning remained responsive to their developmental needs. Early childhood staff gathered detailed information through developmental checklists, anecdotal records and photographic evidence, enabling them to build accurate profiles of each child's strengths and next steps. Leaders ensured this information was reliable and the Teaching and Learning Lead analysed it thoroughly to identify developmental trends and areas requiring additional support. As a result, staff were able to tailor planning and interventions effectively, ensuring that children, including those needing additional learning support, made good progress across all areas of learning. Children's needs were identified in a timely manner and appropriate actions were taken to support their development, contributing to steady gains in confidence, independence and skill acquisition. Recorded observations were meaningful and directly informed planning, ensuring activities were well matched to children's developmental stages. Ongoing collaboration between the Teaching and Learning Lead and staff strengthened the consistency in interpreting developmental milestones and identifying when children achieved them. As a result, the curriculum was refined to ensure children had opportunities to progress in all areas. Parents and specialist service providers contributed to children's developmental profiles through robust communication systems, ensuring a holistic understanding of each child. Visual exemplars supported children's emerging self-assessment skills, helping them understand expectations and attempt tasks with increasing independence. Children were given some opportunities for self-reflection; however, they required more explicit guidance and authentic experiences to help them articulate their learning and reflect confidently on their progress.

Areas for development

- Strengthen teachers' use of the well-resourced learning centres so they are consistently used with clear, intentional learning purposes that deepen children's thinking, independence and decision-making during play.
- Enhance opportunities for children to reflect on and articulate their learning, ensuring authentic, age-appropriate experiences that build their confidence in describing what they know, can do and understand.
- Further embed consistent interpretation of developmental milestones and strengthen the use of observations, learning walks and feedback so assessment information is applied uniformly to plan high-quality, targeted support for every child.

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

Quality Indicator	Current Inspection Judgement
4.1 Curriculum Quality	Good

Curriculum quality

The curriculum quality was judged as good. It was inclusive, broad and balanced, offering rich learning experiences that supported children's holistic development across all four developmental domains. Its breadth ensured that children engaged meaningfully with Caymanian heritage, world cultures, major religious celebrations and environmental awareness, allowing cultural identity, global understanding and respect for diversity to be woven naturally into daily learning. Caymanian identity was strengthened through stories, songs, artefacts and creatively designed environments, while celebrations of global cultures and religious festivals broadened children's awareness of the wider world. A clear play-based rationale underpinned the curriculum, ensuring that learning experiences were developmentally appropriate and responsive to the needs of all children, including the most able, those with English as an second language and children requiring additional learning support. Progression in learning was evident across the setting, with staff adapting provision thoughtfully to ensure appropriate challenge and support within each developmental domain. Termly curriculum reviews enabled leaders and teachers to reflect on children's progress and make targeted adjustments that enhanced and extended learning opportunities. Strong links with the wider community enriched the curriculum further. Family field trips to local sites such as the Lions Eye Clinic, the Turtle Centre and story time sessions at Next Chapter, alongside visits from community helpers including dentists, doctors, firefighters and police officers, extended learning beyond the classroom and deepened children's understanding of community roles. Real-life connections were also embedded within the learning environments, including classroom spaces inspired by George Town and Seven Mile Beach, promoting a strong sense of place and cultural identity. Meaningful experiences such as buying ice cream helped children apply their learning in authentic contexts, strengthening real-world knowledge, confidence and skills across all four domains.

Areas for development

- Engage key stakeholder input more systematically so that curriculum reviews and subsequent adaptations are meaningfully informed by staff and parents and reflect the children's interests.

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

Health and Safety

Health and safety arrangements were judged as excellent. Leaders' actions consistently created an environment where children remained safe, protected and well supported. Comprehensive policies and procedures were firmly in place, implemented reliably and reviewed regularly, ensuring practice reflected the highest standards. Safeguarding was prioritised, with all staff fully up to date in statutory and refresher training and clear procedures understood by all. This strong internal culture ensured swift, appropriate responses to concerns, although partnerships with external child-protection agencies needed to be strengthened to enhance multi-agency coordination. The premises were secure and well maintained. Newly installed perimeter fencing, surveillance cameras and embedded safe practices across indoor spaces enabled children to move confidently and securely. A strong culture of vigilance and accountability was evident through weekly safety and maintenance checks completed using an amended Early Childhood Care and Education Unit checklist. Daily environmental checks were carried out consistently, though these were not yet formally documented. Fire drills exceeded statutory requirements because leaders reflected on the needs of newly enrolled children and staff, ensuring everyone understood evacuation procedures. All other required drills were completed and recorded appropriately. Risk assessments for off-site visits and on-site activities were detailed, clearly communicated and signed by relevant staff, ensuring shared understanding of responsibilities. High standards of hygiene were upheld through thorough cleaning routines, effective handwashing and systematic sanitisation of resources. Children developed age-appropriate awareness of how to keep themselves safe and healthy because staff modelled safe behaviours and worked collaboratively with parents to promote healthy lifestyles, rest and physical activity. Class books created by families showcased healthy choices and reinforced positive habits within each classroom community. These strong systems ensured continuity of care and contributed significantly to children's overall well-being.

Support and Guidance

Support and guidance were judged as excellent. Leaders and staff created conditions in which children with additional learning needs received timely, well-coordinated and highly effective support. Early identification was strong; baseline assessments, the Ages and Stages Questionnaire and professional dialogue with parents and previous specialists ensured that children's needs were recognised quickly, allowing targeted interventions to begin without delay. The Special Educational Needs Coordinator (SENCO) demonstrated strong knowledge and ensured high levels of accountability for provision across the setting. Learning Support Plans (LSPs) were detailed, regularly reviewed and clearly summarised by the SENCO when received from external specialists, enabling classroom staff to implement strategies confidently and consistently. All adults working with each child contributed to ongoing observations, ensuring that progress towards individual targets was closely monitored and provision remained responsive and inclusive. Robust communication systems between key stakeholders promoted coherent wraparound support and strengthened continuity of care. Transitions were thoughtfully planned and highly effective because staff prioritised children's emotional security. New families benefited from a flexible induction period that allowed children to settle gradually. When moving between classes, children were given time to explore the new environment and a familiar staff member transitioned with them to maintain secure attachments. Preparation for leaving the oldest Preschool 1 class included stories and puppet play to build confidence about change and parents confirmed that transitions were smooth and supportive. Staff responded effectively to children's social, emotional and developmental needs. Although children required further development in self-regulation, staff had strengthened supportive conversations and established calming centres. Positive relationships were consistently modelled, enabling children to develop respectful, cooperative interactions with their peers.

Areas for development

- Strengthen proactive collaboration with external child-protection agencies to ensure seamless information-sharing, coordinated responses and consistently robust safeguarding for every child.
- Deepen the use of intentional, evidence-based strategies that build children's independent self-regulation, enabling them to manage emotions, resolve conflict and make thoughtful behavioural choices with increasing autonomy.

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

Quality Indicator	Current Inspection Judgement
6.1 Leadership	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Links with parents and the community	Excellent
6.4 Staffing and the learning environment	Good

Leadership

Leadership was judged as good. Leaders created the conditions for children to experience meaningful, well-supported learning across the centre. They prioritised children's achievement and took deliberate steps to enhance learning opportunities, including redesigning the physical environment to provide more space enriched with creative, high-quality resources. This directly increased children's curiosity, enquiry and exploration, resulting in more purposeful engagement in learning centres. The addition of a Teaching and Learning Officer strengthened the centre's instructional capacity, improving the quality and consistency of teaching and contributing to better learning outcomes for children. Leaders modelled an ethos of respect and tolerance, which fostered a fully inclusive environment where all children felt valued and able to participate confidently. Effective systems for supervision, performance management and professional development ensured that staff received regular guidance and support, leading to improved teaching practice and positive gains in children's progress. Staff needs were well supported and high morale was evident; collegial relationships and meaningful opportunities for collaboration contributed to a cohesive team that worked together to enhance children's experiences. Leadership responsibilities were clearly distributed among the centre owner, the centre manager and the Teaching and Learning Officer. Although each held distinct roles, they collaborated closely to guide the centre's direction, monitor practice and respond to emerging needs. This shared leadership approach strengthened decision-making and ensured that improvements were implemented consistently across the centre. As a result of these actions, children benefited from a well-organised, inclusive and stimulating learning environment that supported their development and promoted positive learning behaviours.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as good. Leaders used collaborative, reflective processes that directly strengthened the quality of provision and children's learning experiences. They actively sought input from staff and parents when evaluating the centre's effectiveness, ensuring that a wide range of perspectives informed their understanding of strengths and areas for development. This inclusive approach meant leaders knew the setting well and were able to make decisions that positively impacted children's learning, wellbeing and daily experiences. The centre had a clear action plan and a well-structured school improvement plan that identified meaningful priorities for development. Leaders monitored the implementation of these plans routinely, reviewing progress and making timely adjustments to keep improvement work on track. As a result, planned actions translated into visible enhancements in teaching, learning environments and children's outcomes. Leaders had also made good progress in addressing all recommendations from the previous inspection. These recommendations were fully embedded within the current improvement plans, ensuring continuity, accountability and sustained focus on key areas of development. This systematic approach to improvement planning strengthened staff practice and contributed to more consistent learning experiences for children. The ongoing cycle of evaluation, planning and review helped leaders maintain a clear direction for the centre and ensured that improvements were purposeful, achievable and aligned with children's needs.

Links with parents and the community

Links with parents and the wider community were judged as excellent. Effective two-way communication including regular face-to-face conversations with the early childhood staff and parents and through consistent daily updates shared via the Lilio app ensured that parents remained well informed about their child's development, health and daily routines. Additional communication channels, including Facebook and WhatsApp, further strengthened the partnership between home and the early childhood setting, enabling parents to support their children's learning at home and stay up to date with special events and classroom activities. Additionally, regular termly progress reports and parent-teacher conferences provided clear insights into each child's developmental milestones and the early childhood setting had effective systems in place to promote strong and purposeful parental collaboration. Parents and carers were actively involved in the life of the early childhood setting, contributing to project-based learning initiatives, 'celebrity reading activities', joining family field trips to local sites and offering valuable stakeholder feedback that informed ongoing improvement. Strong links with the wider community enriched children's learning experiences; visits to local attractions and interactions with community helpers extended learning beyond the classroom and supported children's understanding of citizenship through charitable initiatives such as raising money for Meal on Wheels and Breast Cancer. Partnerships with other local preschools enhanced professional development opportunities for staff, contributing positively to curriculum planning, reflective practice and the delivery of high-quality learning experiences. Collectively, these strong relationships and community connections ensured that families were meaningfully engaged, children benefited from a broad range of real-world experiences and staff continued to refine their practice in ways that supported consistently high-quality learning across the setting.

Staffing and the learning environment

Staffing and the learning environment were judged good. Leaders ensured that the centre was staffed by qualified, knowledgeable and committed practitioners who created a supportive and enriching setting for young children. Staff demonstrated strong understanding of the curriculum, early childhood development and how young children learn, resulting in well-organised environments that promoted exploration, independence and steady progress. Leaders deployed staff effectively so that daily operations ran smoothly and children's care, safety and learning remained the central focus. This thoughtful deployment ensured that routines were calm, transitions were well supported and children received consistent attention and guidance. Leaders also ensured that the centre was secure, well maintained and conducive to learning, routinely reflecting on provision and seeking ways to enhance the environment further. Their ongoing improvements to learning spaces strengthened children's engagement, curiosity and confidence. Staff were well supported through clear expectations and accountability systems that ensured resources were used effectively to promote high-quality care and learning. Leaders provided meaningful guidance and professional support, which contributed to strong morale and a cohesive team culture. As a result of these actions, children benefited from a safe, stimulating and well-managed environment where they could explore freely, develop independence and make good progress across all areas of learning.

Areas for development

- Establish systematic processes to evaluate the impact of leadership decisions on children's outcomes, ensuring improvements are sustained and not dependent on individual leaders.
- Strengthen the SEF by linking evidence more explicitly to children's progress, teaching quality and compliance indicators to ensure sharper, more evaluative improvement planning.
- Ensure that professional development is followed by targeted coaching and measurable indicators of improved practice.
- Reconstitute the advisory board with members who bring expertise in early childhood education, safeguarding, finance and community engagement to strengthen governance and strategic decision-making.

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	50	Staff	16
----------------	----	--------------	----

Parents

Overall, the responses indicated a positive view of the setting, with all parents satisfied with the quality of education provided. Parents consistently highlighted the strength of teaching and care, with all parents agreeing that staff catered well to their children’s developmental needs, children enjoyed the setting, felt safe and cared for and benefited from a wide range of play opportunities that supported healthy lifestyles. All parents agreed that transitions were well managed and that children enjoyed positive relationships with adults, while leadership positively influenced achievement and inclusion. Moreover, all parents agreed that effective systems enabled collaboration with parents and that the setting had qualified staff and quality resources. In addition, almost all parents reported that their child was making good progress in learning and development and almost all parents agreed that their child developed an understanding of culture, religion and the environment. Furthermore, almost all parents indicated that staff sought their views and maintained regular, reliable communication, including detailed progress reports and that links with the wider community enhanced children’s learning. These responses, supported by parent comments, highlighted strong relationships, caring staff and children who were happy and thriving. There were, however, a few areas for development. Only a majority of parents agreed that the setting provided good support for children with additional learning or special educational needs, suggesting that the setting could strengthen communication about inclusive practices and support systems and although almost all parents were positive about cultural learning, community links and opportunities to share their views, there was also the potential to strengthen parental engagement and awareness of these aspects.

Staff

The staff surveys were highly positive about the centre and open comments supported these outcomes. One respondent stated that the environment was positive, supportive and enjoyable and that management had increased support. Most staff responded that the behaviour of almost all children was positive and that they had the ability to manage their own feelings and behaviours in age-appropriate ways. Most also indicated that almost all children had an age-appropriate understanding and appreciation of culture, religion and the environment. Almost all staff stated that almost all children made good progress across all domains, were independent learners and made purposeful decisions about their learning. Almost all agreed that they were knowledgeable of procedures for reporting suspected cases of abuse and that adults and children enjoyed positive relationships. Almost all felt that leaders were considerate of staff well-being, that the Advisory Body was sufficiently knowledgeable and that parents and carers were effectively involved. Almost all respondents agreed that the setting had adequate and suitably skilled staff and that the resources and facilities were of good quality. All staff agreed that the early childhood setting promoted a positive learning environment with an appropriate balance of adult-directed and play-based experiences. All stated that assessment systems were good, that the environment was safe and caring and that children were supported to choose a healthy lifestyle and keep themselves safe. All also agreed that children with additional needs were well supported, that transition arrangements were effective, that leaders were effective and created an inclusive environment, that professional development had a positive impact, that they were involved in self-evaluation, that communication with parents was reliable and that community connections enhanced learning. Overall, the survey reflected a highly positive staff culture.

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

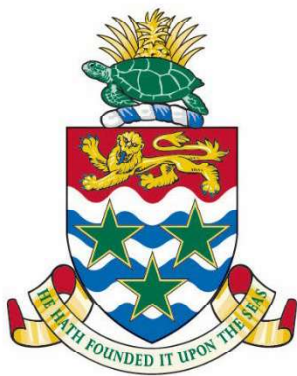
You can contact us using the following e-mail address: adminOES@gov.ky

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

Role	Name	Affiliation
Lead Inspector	Hayden Lyons	Office of Education Standards
Team Inspector	Carol Kumassah	Office of Education Standards
Team Inspector	Suzanne Goodwin	Office of Education Standards



Office of Education Standards

Cayman Islands Government

www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133 Elgin Ave, George Town
Grand Cayman