



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

February 2026



Tiny Tots Academy

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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	Tiny Tots Academy
	Address	109 Hinds Way, George Town
	Telephone number	(345) 623-8687
	Website	www.tinytotscayman.com
	Name of principal/manager	Jenna Hydes
	Name of owner	Jenna Hydes
	Date of this inspection	February 10-11, 2026
	Date of last inspection	January 29-31, 2024
Children		
	Number of children on roll	112
	Age range of the children	12 months to 5 years old
	Number of Groups	9
	Number of Caymanian children	77
	Number of children with additional learning support needs	19
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Experience Early Learning Curriculum
	External tests and assessments	N/A
	Accreditation	N/A
Staff		
	Number of licensed teachers	1
	Number of other staff	22
	Teacher-child ratio	1:5

Context

Tiny Tots Academy is located on Hinds Way, off Walker's Road in George Town, Grand Cayman. The setting caters to children aged 12 months to five years. There are currently 112 children on roll. The majority of the children are Caymanian. The early childhood setting uses the Experience curriculum. The early childhood setting has nine classes named after seekers of knowledge. They are 'Discoverers' for 12 to 18 months, 'Navigators' for 19 months to 24 months, three classes of 'Explorers' for two to three-year olds, three classes of 'Adventurers' for three to four-year olds and 'Scholars' for four to five-year olds. The centre was opened in 2009. Tiny Tots envisions environments where each child's educational journey is one that encourages exploration and discovery.

Overall Judgement History

Cycle 1 Inspection	February 2019	Satisfactory
Cycle 2 Inspection	April 2021	Satisfactory
Cycle 3 Inspection	January 2024	Satisfactory
Cycle 4 Inspection	January 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	Good	Good	→
	1.2 Progress	Good	Good	→
Social Emotional development	1.1 Attainment	Good	Satisfactory	↓
	1.2 Progress	Good	Satisfactory	↓
Communication and Language development	1.1 Attainment	Good	Satisfactory	↓
	1.2 Progress	Good	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		Good	Satisfactory	↓
2.2 Understanding of and appreciation for culture, religion and the environment		Good	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		Good	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	Weak	Satisfactory	↑
6.3 Links with parents and the community	Good	Good	→
6.4 Staffing and the learning environment	Satisfactory	Satisfactory	→

What the School Does Well

- Relationships between staff and children were consistently warm, respectful, and nurturing, creating a safe and supportive environment where children felt valued and secure.
- Leadership demonstrated reflective practice, identifying areas for development and showing a commitment to continuous improvement.
- Communication with parents was open, positive and effective, fostering partnerships and ensuring families felt informed, involved and supported.

Recommendations

- Intentionally plan and implement meaningful, play-based learning experiences that are purposeful, engaging and responsive to children's individual interests and developmental needs.
- Review assessments information to ensure accuracy and use it effectively to inform individual learning plans as well as broader centre-wide initiatives.
- Utilise the curriculum to its full potential, providing a rich and well-balanced framework that supports children to make strong and sustained progress across all areas of learning.

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

Attainment in the Cognitive domain was judged as good. This domain was identified as a strength across the setting, with almost all children achieving the expected learning outcomes for their developmental stage. Most younger children showed an emerging understanding of personal hygiene, routinely washing their hands and beginning to recognise the importance of keeping themselves healthy. Children demonstrated phonological awareness and early mathematical and scientific understanding, including identifying letter sounds, shapes and numbers, with older children being able to make simple connections and limited scientific predictions. In the Adventurers 2 STEAM class, the children used their knowledge of properties to predict if the yarn could hold up different items and what might happen if a hurricane came. Additionally, older children demonstrated the ability to engage in problem solving tasks, where they applied developing reasoning skills with increasing confidence such as in the Adventurers 3 class where the children had to work out how to share the numeracy materials fairly. In the Explorers 3 class, the children had to figure out how to form the letter 'L' and build stable objects using wooden blocks.

Progress in the Cognitive domain was judged as good. In portfolios and in observed lessons, almost all children demonstrated progress consistent with developmental norms and engaged confidently in activities that required them to reason and apply emerging skills. Moreover, most children extended prior knowledge of numbers, shapes and colours and were able to categorise objects with growing precision. For example, in the Discoverers class, children were beginning to identify simple shapes and a few numbers and in the Navigators class, almost all children counted objects with increasing accuracy. These foundational skills were also evident with the older children where, for example, in the Adventurers 3 class, children solved shape puzzles and created mosaics by matching the correct shape. In the Adventurers 2 class, children demonstrated emerging scientific skills, such as predicting what would happen when mixing colours and were excited to explore colour changes using scientific test tubes. Furthermore, almost all children developed beginning print awareness through structured activities, such as in the Adventurers 1 class, where different stations facilitated learning the letters N and I, such as using stamps to find the hidden letters, tweezers to 'fish and categorise' letters, shapes to create the letters and mini whiteboards to write the letters accurately.

Areas for development

- Embed more consistent use of open-ended questioning to deepen children's scientific thinking, particularly in encouraging them to predict, investigate and solve problems.
- Embed a wider range of technological and scientific, hands-on learning experiences, including the use of magnifying glasses, scissors and toy construction tools to further strengthen children's exploratory and investigative skills.

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

Attainment in the Social-emotional domain was judged as satisfactory. Most children showed a growing awareness of how their actions affected those around them and were generally able to manage their personal needs with increasing independence, including during mealtimes and toileting routines. Most demonstrated empathy and consideration for others; for example, one child noticed an adult standing and offered a chair, while another comforted a sad friend with a hug. Children were developing the ability to share and take turns during play, although a minority still required support to regulate their emotions in more challenging moments. Learning experiences helped children build an understanding of their community and environment. They interacted with community helpers, such as a dentist and fire officers, and engaged in activities like composting, caring for pets, recycling and gardening. Most children were learning about their own environment as well as contrasting environments, supported by experiences such as a beach clean-up and meeting a National Hero. They celebrated cultural events, including Diwali and took part in daily devotion songs. Cultural books and displays were available in classrooms, though children did not consistently engage with these. Almost all children accepted guidance and affirmation from adults, while a few still needed encouragement to reflect on their actions.

Progress in the social-emotional domain was judged as satisfactory. Most children were steadily building familiarity with past traditions and cultures and strengthened their understanding through participation in cultural events and experiences. However, staff occasionally missed opportunities to extend children's thinking and deepen their understanding in this area. Children continued to develop social skills and were increasingly able to interact positively with peers, though further opportunities to strengthen self-regulation would have supported their progress. Children also needed additional guidance to develop reflective skills and to interpret sensory information more effectively, highlighting the need for richer sensory play. Embedding culture and religion more consistently across the centre would further enhance children's overall development in this domain.

Areas for development

- Embed opportunities for children to have rich sensory experiences.
- Children required opportunities to develop skills to manage their own behaviour and self-regulate.
- Children required further opportunities to learn about Cayman culture and religion.

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

Attainment in the Communication and Language domain was judged as satisfactory. Most children were developing conversational skills and were able to engage in exchanges with adults and peers, although opportunities for sustained open-ended interaction were limited. Children responded appropriately to questions, yet these were often centred on concepts such as colour and shape which did not consistently extend language or thinking. Most children demonstrated behaviours associated with active listening during group activities. They listened to stories in groups and showed enjoyment, though they were not frequently observed choosing to interact with books independently. Mark making and early writing skills were evident, particularly within the Scholars class where children were able to write their names, individual words and short sentences. Children engaged in art activities and participated in music experiences, playing instruments with rhythm and dancing to music. However, limited role-play and a narrow range of expressive art experiences meant that some children had fewer opportunities to explore language imaginatively or communicate ideas in varied ways.

Progress in the Communication and Language domain was judged as satisfactory. When given the opportunity, children were becoming increasingly confident communicators and were beginning to use language more purposefully during outdoor play and group activities. They showed growing awareness of conversational turn taking and were starting to use a wider range of vocabulary when supported through meaningful interactions. They asked their teachers questions and enquired information of unfamiliar adults to gain information about who they were and why they were visiting their class. Children were developing the skill of sharing ideas during whole-group discussions as observed in an Adventurers group discussion when children made varying attempts to describe aspects of different shapes. Children experimented with early writing and mark making. Their work showed crayon marks on colouring sheets which had become increasingly more controlled as they progressed. To strengthen progress further, children required more consistent opportunities for sustained dialogue with adults and peers, along with richer listening experiences that exposed them to varied sounds and forms of spoken language. Some children also needed additional support to develop language and thinking skills through more effective questioning. Increased access to imaginative play, drama and open-ended creative experiences would further enhance their ability to communicate thoughts, feelings and ideas with clarity.

Areas for development

- Provide more regular opportunities for children to have conversations in a variety of contexts and to interact with age-appropriate books more frequently.

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

Attainment in the Physical Development domain was judged as satisfactory. Outdoors, children pushed large push toys across the playground and navigated space safely as they moved around obstacles and peers. Many showed coordination when climbing the ladder to the slide or balancing. Indoors, children pushed toy cars around quickly as they negotiated classroom furniture and peers with care, demonstrating that they were developing an awareness for safe movement in different environments. At age-appropriate levels, children were able to feed themselves during mealtimes and were able to manage their personal needs when toileting. A child in the Explorers 2 classroom sat for an extended period of time after breakfast and made attempts to replace the cover on a smoothie bottle. He was pleased when he completed this self-directed task independently, showing good problem solving skills and finger dexterity. They were able to use crayons and tweezers, for example, with increasing control. However, some children needed further opportunities to strengthen hand muscles and refine their grip through more varied manipulative play.

Progress in the Physical domain was judged as satisfactory. Children demonstrated increasing control of their bodies and were able to participate confidently in a range of gross motor activities. Across the centre, children built objects with plastic connecting blocks, with increasing height. Children demonstrated progress in self-care routines and were increasingly able to organise their belongings and manage simple tasks independently. For example, children removed their shoes and placed them in the assigned places along with their water bottles and bags each day upon arrival. They also went to the sink to wash their hands before joining their peers for the day's activities. To support continued progress, children would benefit from more consistent access to open-ended opportunities and resources that encourage problem solving and physical challenge. A wider range of sensory and manipulative materials would also help to strengthen their dexterity and coordination.

Areas for development

- Provide more opportunities for children's fine motor skill development.

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

Social and emotional learning was judged as satisfactory. Most children displayed acceptable behaviour and demonstrated developing understanding of how to manage their own feelings, accepting guidance from adults when needed. Children generally responded well to routines and expectations, although they required more consistent opportunities to build independence in regulating their emotions and resolving minor conflicts without immediate adult direction. Children were beginning to recognise their own feelings and those of others. Children could show facial expressions which represented varying emotions, but were not yet demonstrating an understanding of what would cause them to feel those emotions or how they actually felt to support them in managing these when they arose. Almost all children demonstrated a strong sense of security through well-established attachments with familiar adults which enabled them to feel safe and confident within the setting. These positive relationships contributed to a nurturing environment where children were willing to seek comfort, reassurance or support when required. Children separated from their parents with ease at the beginning of the day and showed confidence when interacting with unfamiliar adults within the setting. They engaged positively with one another and even the youngest were observed playing alongside their peers, sharing resources and exchanging toys appropriately during play. However, children needed more frequent opportunities to practise turn taking, negotiation and problem solving during both structured and unstructured activities. Although children were beginning to show awareness of the impact of their actions on others, they required further support to take greater responsibility for their behaviour choices. Children required opportunities for reflection, to develop self-regulation and for peer collaboration.

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 satisfactory. Although the centre needed to expand on opportunities for children to have a deeper understanding and appreciation for culture, children had interacted with Cayman's only living National Hero when she visited the centre. Each classroom had a Cayman culture wall as well as a selection of Caymanian storybooks to support development in this area. Children were exposed to various religious celebrations such as Diwali and Hanukkah. They sang devotion songs in the morning and prayer was incorporated at times. Most children showed growing environmental awareness through active participation in the centre's recycling programme, watering plants, maintaining the grow box and caring for the rabbits. These meaningful, hands-on experiences promoted responsibility, respect for living things and an early understanding of sustainability. Educational visits, including a trip to the Botanic Park, further enhanced children's appreciation of Cayman's natural environment and fostered a sense of stewardship for local wildlife and habitats. Children also participated in a beach cleanup. To strengthen provision further, opportunities for children to develop their awareness and appreciation of local and other cultures and religions should be more intentionally embedded within the curriculum.

Areas for development

- Ensure children have opportunities to develop skills to manage their own behaviour and self-regulate.
- Opportunities for children to develop their awareness and appreciation of culture and religion should be more intentionally embedded.

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 as satisfactory. Lessons were generally well organised and in a few classes, teachers made purposeful links to real-life experiences. For example, in the Explorers 2 class, the teacher reinforced shape recognition by drawing children's attention to familiar objects around the room and in the Scholar's class, the teacher created resources using information from the Turtle Centre. These approaches enriched learning and helped children make meaningful connections. However, some lessons required further adaptation to meet the diverse needs of all children, including more targeted support or additional challenge. Clear rules and routines were established in most rooms, enabling smooth transitions between activities and helping children understand expectations for calm, safe movement. For example, in the Explorers 1 class, all children moved calmly around the room, holding on to one another's shoulders and in the Adventurers 2 class, children sat at the table eating, before independently tidying their space, recycling their waste and washing their hands. These predictable routines supported calm, well-managed learning environments in which the children felt confident to articulate their needs and to participate in learning. In better lessons, children were able to explore their environment as they learned. However, majority of activities were teacher-directed for too much of the day, leaving little opportunity for child-led learning and purposeful play. Indoor and outdoor resources and activities did not suitably support children's exploration, imagination or creativity. Nurturing relationships between staff and children was a notable strength, with warm, supportive interactions consistently observed across the centre. For example, during Mindful Circle time younger children were individually greeted by name and given a fist bump and in the Adventurers 1 class staff encouraged children to share their emotions using popsicle sticks and feelings cards.

Learning

Learning was judged as satisfactory. Most children were actively engaged in their learning and demonstrated interest and motivation. This was most evident when activities were deliberately and thoughtfully planned to match developmental needs, such as in the Explorers 3 class, where children created lion masks using arts and craft materials and in the Adventurers 2 class, where a child confidently led the flash card activity. Children required further opportunities to make connections and apply learning to real-world contexts as examples of this were only observed in a few classes. Children had too few opportunities to make choices or lead their own learning. However, when they were given the opportunity to lead their own learning, such as during gross motor play outdoors, most children independently did activities they were interested in and interacted with their peers in age-appropriate ways. Most children took pride in their achievements and confidently shared their feelings and accomplishments with peers and adults, contributing to positive emotional development and supportive classroom relationships. Resilience remained a developing feature, with more support and encouragement needed for some children to persist with tasks. Although teachers did make attempts to support children to self-reflect, this was not done consistently enough or in age-appropriate ways and therefore this skill required further development. Children's learning skills will further develop once the centre embeds a clear play-based rationale and provides children with increased opportunities to lead their own learning.

Observation, assessment and planning

Observation, assessment and planning were judged as satisfactory. Leaders demonstrated a clear commitment to strengthening assessment practice through the introduction of new assessment tools and associated training. A new tool was used to complete initial assessments for children seeking to enrol at the centre, enabling leaders and staff to gather relevant information about children prior to entry. In addition, a digital assessment tool aligned to the curriculum was introduced following the previous inspection. Leaders and staff accessed regular training to support consistency and accuracy in its use. As a result, assessment information was recorded routinely for all children, with staff uploading observations, photographs and evaluative statements that captured key aspects of children's learning and development. However, the effective analysis and use of assessment data to inform planning remained a developing feature. While the assessment tool generated next steps in learning for individual children, these were not yet reflected consistently in practice. Lesson observations showed limited evidence of teachers using assessment information to plan learning experiences that met the full range of children's needs or supported clearly differentiated learning journeys. Consequently, opportunities to extend learning or provide targeted support were sometimes missed. Leaders now needed to ensure development of a stronger understanding of how to analyse assessment information to monitor progress over time and evaluate the impact of teaching on children's learning. Children required better support to reflect on their learning experiences.

Areas for development

- Embed child-initiated, play-based learning across all age groups.
- Provide more opportunities for children to engage in self-reflection and ensure learning is more effectively differentiated to stretch, challenge and support all children.
- Ensure assessment information is accurate and used during the planning process.

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. Leaders had integrated a new curriculum and provided a map to the Cayman Islands Early Years Curriculum Framework. The programme was generally broad and balanced, providing children with a range of meaningful learning experiences, with cross-curricular activities integrated to reinforce concepts. The curriculum implemented at the centre was not underpinned by a clear play-based rationale and this required immediate and focused action to ensure all children were able to make good progress. Greater emphasis on the communication and language domain would further strengthen the provision by ensuring that children develop the foundational skills needed for effective social interaction and early literacy skills. In addition, teachers needed to further exploit the curriculum to its full potential by individualising the programmes for their own classes. Plan learning opportunities with greater intentionality and purpose, ensuring that the activities were more closely aligned to their own children's developmental needs and effectively deepening understanding within their classrooms, would support more sustained progress. Learning was further enriched through links with the wider community, including field trips, visits from community helpers and participation in environmental activities such as beach clean-ups. While the curriculum was reviewed regularly, leaders needed to ensure that these reviews had a greater impact on how the programme was adapted to meet children's developmental needs more precisely. World cultures and religious celebrations were incorporated effectively into the wider curriculum, helping children to develop an appreciation for diversity and community identity. Although children had some opportunities to learn about Cayman culture, this required embedding across the centre. Environmental awareness was embedded through initiatives such as composting and the use of recycling bins, which encouraged children to understand their role in caring for the natural world. In too many instances, learning did not build satisfactorily on previous achievement and there was too much repetition of skills and concepts across the age groups.

Areas for development

- Ensure that the curriculum is based on a clear play-based rationale and that all children have frequent and regular opportunities to learn through play.
- Ensure that there is clear progression through the curriculum so that all children extend their learning by building on prior knowledge and that smooth transitions across all stages of development are evident from class to class

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

Health and safety were judged as satisfactory. Children experienced a safe, caring and supportive environment where their well-being was appropriately promoted throughout the day. Systems to support continuity of care were established. For example, the Brightwheel platform supported communication with families and enabled staff to record daily information, including medication administration, contributing positively to children's well-being and security. Policies and procedures were in place and staff demonstrated a sound understanding of safeguarding expectations. They were able to identify potential signs of concern and understood the appropriate reporting procedures. A stronger culture of safety should be embedded across the centre to ensure vigilant and active supervision of all children at all times. To align more securely with regulatory expectations, the centre must ensure that all regulatory requirements and mandatory staff training were updated within required timeframes. Risk assessments and record-keeping documentation required greater detail and consistency to strengthen practice further. In addition, more rigorous and systematic monitoring of the outdoor environment was also required so that any potential hazards were promptly identified and addressed. A strength of the centre was the provision and promotion of healthy lifestyles. Most children made healthy snack choices, selecting nutritious fruits and yogurts, supporting the development of positive lifelong habits. There were sufficient opportunities for rest and quiet time, enabling children to recharge in calm spaces and appropriate privacy for toileting was provided throughout the day. Outdoor play was incorporated regularly, providing children with opportunities for physical activity and social interaction.

Support and Guidance

Support and guidance were judged as satisfactory. The centre's policy for supporting children with additional learning needs was complete and clearly outlined the procedures for identification and intervention. In practice, however, the consistent embedding of differentiation and the timely identification of emerging needs required further improvement to ensure all children received the most appropriate level of support. Learning Support Plans (LSPs) were developed for children who required them and these provided a useful starting point for targeted intervention. Nonetheless, more frequent and purposeful observations were needed to drive the refinement of LSP goals and to ensure that planned strategies were closely matched to children's evolving needs. The centre effectively facilitated external service providers to work within classrooms, enabling children with additional needs to receive specialist input in familiar environments. Collaboration between staff, external professionals and parents was positive and productive, contributing to a shared understanding of children's strengths and challenges. As part of the admissions process, new children attended the centre for a day during which an assessment tool, Tiny Hello, was used to collect information on the child entering the centre to give staff an idea of the child's strengths and needs. This was coupled with a parent interview to collect information. In this way, the centre aimed to better prepare for the child's arrival. Relationships between staff and children were nurturing and secure, with children demonstrating confidence, a sense of belonging and emotional safety within the setting. The centre needed to strengthen its monitoring of progress for children with Special Educational Needs within the classroom, ensuring that adaptations and interventions led to measurable improvements over time. Additionally, providing a wider range of strategies to support children's self-regulation were required.

Areas for development

- Ensure that all regulatory requirements and mandatory certifications remain fully up to date, reflecting current expectations and statutory obligations.
- Strengthen the centre's culture of safety by ensuring that all supervision measures are consistently implemented, including adhering to the approved room capacities and staffing ratios, particularly during key transition times.
- Strengthen monitoring of progress for children with Special Educational Needs.

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	Good
6.4 Staffing and the learning environment	Satisfactory

Leadership

Leadership was judged as satisfactory. Leaders had taken steps to strengthen children's progress by introducing a new curriculum and assessment approach, alongside training to ensure effective implementation. Although leaders were focused on improving children's achievement and well-being, newer initiatives and developments were not yet having a sustained impact on children's progress. Leaders fostered a culture in which respect, inclusion and positive relationships were central to the life of the centre. Leaders aimed to strengthen staff practice through a coaching programme that included regular monitoring, modelling of effective teaching and carefully targeted professional development. This input was beginning to have an impact but the quality of teaching was still not consistently high across the setting. Assessment information had begun to be used more strategically to identify priorities, evaluate impact and inform improvements in teaching and learning, although further work was required to ensure full accuracy of data. Staff well-being was a priority. Leaders actively promoted professional reflection through dialogue, self-evaluation, surveys and coaching opportunities. There was also a system of peer observation where staff could learn from each other. Staff were encouraged to pursue areas of professional interest, with leaders funding relevant courses and recognising achievement through incentives and rewards. As a result, morale was high, as reflected in the staff survey. The on-boarding process was particularly robust, providing new staff with comprehensive induction, mentoring and clear guidance on expectations. Distributed leadership was well established with the leadership team comprising of four persons with defined roles. Leaders should now consider extending this model to provide classroom staff with opportunities to lead in certain aspects of the work of the centre, as capacity allowed. The advisory board provided valuable support and strategic guidance and now needed to hold leaders to account with the quality of data analysis, self-evaluation and meeting all regulatory requirements in a timely manner.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. Leaders demonstrated a developing understanding of the strengths and areas for improvement of the centre. However, evaluations in a number of areas were overgenerous and not always underpinned by sufficiently accurate or reliable data. Leaders had used a range of collaborative systems to monitor and evaluate effectiveness, including surveys and feedback from stakeholders. This ensured that self-evaluation was inclusive and informed by a broad range of perspectives. Structured development and improvement plans were in place identifying appropriate priorities that addressed aspects requiring improvement. There was clear evidence of regular review of the self-evaluation and improvement planning process, with leaders monitoring progress and adjusting actions where necessary. Documentation showed that priorities from the previous year's improvement plan were being implemented and reviewed. The centre had made some progress in addressing recommendations from the previous inspection report. In particular, leaders had developed a more robust performance management system to support development of more effective teaching and learning across the centre. This strengthened accountability and professional development for staff and contributed positively to enhancing self-evaluation. However, other recommendations were still to be actioned such as the development of play-based learning opportunities.

Links with parents and the community

Links with parents and the community were judged as good. There was regular, reliable two-way communication between staff and parents regarding children's development, health and care. The recent incorporation of the Brightwheel platform had enhanced the channels of communication which was valued by both staff and parents. Staff ensured that all parents were well informed about their child's progress through daily updates and informal discussions. Detailed reports on the children's achievement and development were appropriate and were shared during regular parent-teacher conferences, enabling parents to understand their child's next steps in learning. The reports also supported a genuine two-way partnership that strengthened learning at home and in the setting. Relationships between staff and families were positive, respectful and characterised by trust, with almost all parents expressing satisfaction with the quality of care provided. Parents were actively involved in cultural and religious celebrations such as National Heroes Day and Diwali and had provided different foods for the children to sample. In addition, parents also volunteered as guest readers or helpers on fields trips and often attended the setting for special occasions such as sports day and fundraising initiatives, reflecting a strong partnership ethos. Furthermore, the centre had developed purposeful links with the local community which enriched the curriculum and provided children with broader real-life learning experiences such as community helper visits to the centre and field trips to the Botanic Park. To further develop the provision, links with other early childhood centres and schools would strengthen teaching practice and resources.

Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. Leaders ensured sufficient staffing to deliver the curriculum, with the legal adult to child ratios being adhered to. Most staff were appropriately qualified and all staff were deployed appropriately to ensure the children's care, safety and supervision needs were met throughout the day. The recruitment process and the onboarding of new staff were a particular strength in the centre and this enabled the continuity of care and smooth transitions, giving the children time to feel secure with the new staff members. Furthermore, the regular, targeted ongoing staff professional development ensured professional growth and staff were passionate about their work. This contributed to a nurturing, learning environment, in which children felt safe, supported and demonstrated trust in their caregivers. The premises were clean and generally well maintained, though a few classes were not fully accessible due to their positioning upstairs and others lacked sufficient space to enable optimal learning. Moreover, the indoor and outdoor learning environments required further development to promote greater independence and autonomy in learning. The classrooms' designs and resources limited the children's ability to take ownership for their learning and there were few opportunities for the children to make choices, initiate play or explore creatively. Therefore, improvements to the organisation of the learning areas, alongside more stimulating and open-ended materials, were required to support children's good progress.

Areas for development

- Ensure accurate data is used when planning and reviewing centre wide initiatives.
- Strengthen provision by developing more structured partnerships with other early childhood centres and schools to enhance child-initiated play-based learning.
- Enhance both indoor and outdoor environments with more stimulating, flexible and open-ended resources to strengthen opportunities for imaginative play, collaboration and the development of key social skills.

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	31	Staff	23
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Parents

The survey evidence indicates that most respondents report very positive experiences across key areas of children's learning, development and well-being. Almost all parents agreed that their children were making good progress from their starting points and were meeting age-appropriate developmental milestones, including managing their emotional responses. Most parents felt that their children demonstrated an age-appropriate understanding of culture, including Caymanian culture, religion and the environment and that children's well-being was a notable strength. Almost all parents reported that their children enjoyed attending the setting, felt safe and benefitted from positive, trusting relationships with adults. Almost all parents agreed that staff consistently met children's care and developmental needs, reflecting a nurturing, inclusive and well-organised learning environment. Most parents expressed confidence in staff qualifications, the quality of resources and the suitability of facilities to support effective learning. Leadership and management were viewed as highly effective. Almost all parents agreed that leaders positively influenced children's achievement and promoted an inclusive culture where positive relationships were the norm. Partnerships with parents were a further strength, with almost all parents benefiting from regular, reliable two-way communication and effective systems for parental involvement. Most parents reported receiving clear and sufficiently detailed information about their child's progress and next steps. Responses relating to additional learning support were limited, with many parents indicating they were unable to comment. Overall, almost all parents expressed high levels of satisfaction, with all parents agreeing that the setting provided a good quality of education, demonstrating strong parental confidence and trust.

Staff

Most staff reported that children displayed positive behaviour and were able to manage their feelings and behaviours in age-appropriate ways. Almost all staff agreed that children made good progress in their learning and development across all domains. Most respondents stated that children had an age-appropriate understanding and appreciation of culture, including Caymanian culture, religion and the environment. All staff agreed that the early childhood setting promoted a positive learning environment and provided an appropriate balance of adult-directed and play-based experiences, supporting children to be independent learners. All respondents stated that assessment systems were effective and based on observational evidence. All staff felt that the environment was safe and caring for all members of the community and supported children to adopt healthy lifestyles and keep themselves safe. Almost all respondents stated that they were knowledgeable about procedures for reporting suspected cases of child abuse or neglect. All staff agreed that children with additional learning needs were well supported and that transition arrangements were effective. Almost all respondents stated that relationships within the setting were positive. Almost all staff reported that parental involvement was meaningful, staffing levels were appropriate and resources were of good quality. All staff agreed that leadership was effective and communication with parents was regular and reliable. All agreed that, overall, the setting provided a good quality of education. Almost all open-ended comments shared by staff were positive in regards to the centre.

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

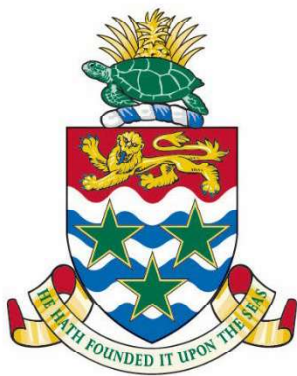
You can contact us using the following e-mail address: adminOES@gov.ky

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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Team Inspector	Suzanne Goodwin	Office of Education Standards
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