



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

March 2026



St. George's Preschool

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This report provides a comprehensive account of the early childhood setting's quality of provision. A summary report offering an overview of the inspection judgements and main inspection findings is available at www.oes.gov.ky/education-institutions.

First Steps to Success Early Childhood Inspection Framework

In January 2024, the Office of Education Standards commenced inspections of early childhood settings using the 'First Steps to Success: Nurturing Environments and Thriving Children' Framework (Cayman Islands Government, 2023). Before the introduction of this tailored framework for the early childhood sector, inspections of educational institutions, including early childhood settings, were conducted using the 'Successful Schools and Achieving Students 2' framework. Owing to the minor disparities between these two frameworks, any change in judgement for early childhood settings in this inspection cycle will be denoted as 'N/A' (not applicable).

Developmental Domains

When used in relation to human development, the word "domain" refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- **Cognitive** – Refers to the developmental aspect of children's mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- **Social Emotional** – Refers to the development aspect of children's ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children's social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- **Communication and Language** – Refers to the developmental aspects of children's ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- **Physical** – Refers to the developmental aspect of children's gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.





















Early Childhood Setting

The term 'Early Childhood Setting' is used throughout this inspection report and the inspection framework, 'First Steps to Success: Nurturing Environments and Thriving Children'. Early childhood setting is defined as:

An entity of establishment which provides services for the care and education of children under Compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early Childhood Settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in private primary or all-through schools.

Early Childhood Setting Information

General Information		
	Setting name	St. George's Preschool
	Address	64 Courts Road, George Town, Grand Cayman
	Telephone number	945-0441 / 938 9278
	Website	N/A
	Name of principal/manager	Ms. Magdalena Fernandes
	Name of owner	St. George's Anglican Church
	Date of this inspection	March 17-18, 2026
	Date of last inspection	February 28-March 1, 2024
Children		
	Number of children on roll	107
	Age range of the children	2 Years Old to Compulsory School Age
	Groups	6
	Number of Caymanian children	73
	Number of children with additional learning support needs	11
	Largest nationality group of children	Caymanain
Curriculum		
	Main curriculum	Cayman Islands Early Years Curriculum Framework
	External tests and assessments	N/A
	Accreditation	N/A
Staff		
	Number of licensed teachers	1
	Number of other staff	15 Full Time and 1 Part Time
	Teacher-child ratio	1:7

Context

St. George's Anglican Pre-School is a private early childhood centre located at 64 Courts Road in George Town, Grand Cayman. The centre operates as an extension ministry of St. George's Anglican Church and reflects a strong Christian ethos, underpinned by the belief that "Cayman's children are God's children." This faith-based foundation informs both the nurturing environment and the centre's commitment to holistic child development. The centre occupies the ground floor of a two-storey building. Facilities include six classrooms, a multipurpose area, administrative offices, a kitchen, a staff room and bathroom facilities. Outdoor provision is a notable strength, with a playground featuring age-appropriate equipment and a sandbox that supports physical development and exploratory play. The centre operates five days a week, from 7:30 AM to 5:30 PM, offering full-day care and education for children. At the time of inspection, there were 107 children on roll, aged between 2 and 5 years, organised across six groups: Toddlers, K3 A, K3 B, K3 C, K4 A and K4 B. The majority of children are Caymanian. The centre demonstrates an inclusive approach, with a number of children identified as having special educational needs. The centre is guided by the Cayman Islands Early Years Curriculum Framework and is rooted in a philosophy that recognises each child as a unique gift.

Overall Judgement History

Cycle 1 Inspection	January 2019	Satisfactory
Cycle 2 Inspection	February 2021	Satisfactory
Cycle 3 Inspection	February 2024	Satisfactory
Cycle 4 Inspection	March 2026	Satisfactory

Next Steps

The educational institution is judged satisfactory 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	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Communication and Language development	1.1 Attainment	Good	Satisfactory	↓
	1.2 Progress	Good	Satisfactory	↓
Physical development	1.1 Attainment	Good	Good	→
	1.2 Progress	Good	Good	→

Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
2.1 Social emotional learning		Satisfactory	Satisfactory	→
2.2 Understanding of and appreciation for culture, religion and the environment		Satisfactory	Satisfactory	→

Performance Standard 3 Ensuring effective teaching to support our children’s learning and development				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
3.1 Teaching		Satisfactory	Satisfactory	→
3.2 Learning		Satisfactory	Satisfactory	→
3.3 Observation, assessment and planning		Satisfactory	Satisfactory	→

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

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
4.1 Curriculum quality	Satisfactory	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	Satisfactory	Satisfactory	→
5.2 Support and guidance	Satisfactory	Satisfactory	→

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

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

What the Setting Does Well

- Strong governance through an effective Advisory Board provides clear direction and oversight.
- Positive and well-established links with parents and the wider community, support children's learning and well-being.
- Clearly defined leadership roles, including a Special Educational Needs Coordinator (SENCO) and Teaching and Learning Lead, promote inclusive practice and ongoing improvement.

Recommendations

- To improve the quality of teaching, the centre should:
 - embed purposeful, play-based approaches consistently across all classes
 - strengthen the management of time and transitions between activities to maximise learning opportunities
 - ensure consistent and effective differentiation to meet the needs of all children across the centre.
- Explicitly teach self-regulation strategies to further support children's social and emotional development.

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 good. Almost all children achieved expected levels of learning relative to their age, stage and capabilities, demonstrating secure understanding across core cognitive competencies. Children confidently expressed ideas as they explored the natural world, identifying primary colours and naming the secondary colours created when mixing them. They demonstrated age-appropriate skills in recognising similarities, differences and changes in matter and situations. For example, K3 children successfully reproduced the beat of a drum and distinguished between the teacher's beat and that of a peer, accurately identifying whether the sounds were the same or different. Children in the Toddlers classroom showed foundational scientific awareness by identifying the day's weather when presented with a visual chart. Attainment in early literacy was evident as toddlers engaged in shared phonological experiences, suggesting songs, singing familiar words and performing associated actions. Spatial reasoning and early numeracy were also secure, with K3 children fitting number tiles into corresponding puzzle spaces while recognising numerals with increasing accuracy.

Children's progress in the cognitive domain was judged good. Almost all children progressed at expected levels, demonstrating strengthened early scientific thinking, problem-solving and representational understanding. Their ability to form connections and articulate ideas developed through hands-on exploration, such as creating a mosaic of the cut out of the continent of Africa and then locating it on a map of the world. Progress in classification and comparison skills was evident as children learned to recognise differences in sound patterns. As children struck instruments made from repurposed household items to generate sounds, they developed emerging understanding of the connections between the sizes and texture of the instruments and the sounds they produced. Progress in early use of language to describe comparisons, measures and time was further demonstrated as children followed recipes in the mud kitchen to make pretend Swanky and in classroom experiences where they pretended to prepare foods, indicating the length of time required to cook or bake the foods. In literacy-rich environments, children progressed in sight word recognition by identifying what came next on the class schedule posted on the wall. Spatial awareness and early numeracy also developed well, with children becoming more adept at fitting specified numbers of blocks together to build restaurants to sell the foods they prepared in pretend cook. These experiences strengthened their number recognition and early number sense.

Areas for development

- Increase purposeful opportunities for children to extend inquiry skills by posing questions, testing ideas and engaging in reflective thinking during play-based exploration.
- Strengthen structured routines that allow children to document their thinking and represent their work, such as recording the baking time they propose during pretend cooking or capturing observations in simple charts, drawings or mark-making activities.

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 and Emotional domain was judged as satisfactory. Across most classes, children experienced warm, caring relationships that helped them feel safe and valued, enabling most children to demonstrate empathy towards their peers. For example, in K3C during circle time, children affectionately patted one another when they greeted each other and in K4B, a child comforted a peer who was upset during snack time. In the Toddler class, most children showed a growing awareness of community roles through sustained role play as doctors, nurses and hairdressers. Similarly, in K3B, children developed turn-taking skills while engaging as vendors in the “Linstead Market.” These imaginative experiences supported meaningful real-world connections and strengthened their understanding of the roles of community helpers. Across the setting, most children showed an awareness of religious observances and practices, engaging purposefully and meaningfully in daily devotions, demonstrating respect and reflecting the setting's strong connection with the church community. Moreover, through religious and cultural experiences, most children were developing independence, social understanding and cultural awareness and were building the foundational skills needed for future success.

Progress in the Social Emotional domain was judged as satisfactory. Across the setting, most children enjoyed using their senses to explore and develop an understanding of the world around them. They were increasingly able to articulate and describe their sensory experiences across a range of planned indoor and outdoor activities, including mixing ingredients for a cassava cake, manipulating playdough and engaging with the mud kitchen, demonstrating growing curiosity and expressive language skills. However, there was further opportunity to deepen learning by encouraging children to take greater responsibility for caring for the centre's animals and plants, thereby enhancing their understanding of the reciprocal relationship they share with the environment. Additionally, throughout the setting, all children needed to cultivate a deeper awareness of the limits and boundaries of acceptable behaviour, alongside developing effective self-regulation strategies. This includes making more purposeful use of calming corners, alongside staff applying approaches from the Zones of Regulation framework more consistently.

Areas for development

- Children required a deeper understanding of the limits and boundaries of acceptable behaviour and they needed to develop self-regulation strategies.

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. Data and observations demonstrated that most children were developing at age-appropriate expectations in this domain. A clear strength across all age groups was children's enjoyment of books and their book handling skills. Even the youngest toddlers were able to hold books the correct way up, turn pages carefully and point to pictures as they engaged with stories. Most children were able to respond appropriately to questions and comments during interactions with adults and peers, demonstrating understanding and developing expressive language. Children were also able to describe their play experiences, particularly during role play, where they explained what they were pretending to cook, named utensils and described how they were used. Across the centre children expressed themselves through a range of creative media, including painting. They also used music and movement as a means of communication, for example creating different sounds and rhythms using the outdoor music wall and participating in singing and instrument play during group times. These experiences supported children in developing confidence in expressing ideas and understanding language in meaningful contexts.

Progress in the Communication and Language domain was judged as satisfactory. Most children were beginning to extend their verbal interactions, moving from short responses to more sustained exchanges with adults and peers. However there remained a need for children to develop conversation skills across a wider range of contexts and to strengthen behaviours associated with active listening such as maintaining attention and responding thoughtfully. As children's social and emotional development continued to strengthen these skills were expected to develop further. Children were progressing through the developmental writing process as their drawings and scribbles became increasingly detailed and purposeful. Older children were beginning to form recognisable letters and simple words, showing growing control and understanding of written communication. Children were also developing their ability to express themselves through a wider range of media, moving from simple exploration of materials to more intentional use of art, music and movement to convey ideas and emotions. In musical experiences children progressed from making random sounds to creating more structured rhythms and participating actively in group singing and instrument use.

Areas for development

- Develop skills of active listening.
- Develop the skills of conversation in a variety of contexts.

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

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

Physical development

Attainment in the Physical domain was judged as good. Almost all children demonstrated attainment in physical development in line with age-related expectations. Children were developing both fine and gross motor skills as they gained increasing control over their bodies. Children engaged in a wide range of physical activities including swinging and sliding outdoors which supported their coordination and balance. In K3 classes children participated in movement and dance experiences where they followed instructions in videos and songs to do a variety of movements such as hopping, jumping, walking on tiptoes and skating. Fine motor development was evident as children wrote in sand and used sensory paint bags, carefully isolating their index finger to make marks and write letters. During cooking activities such as making cassava cake children demonstrated coordination as they poured ingredients, stirred mixtures and grated cassava. Overall children displayed confidence in using their bodies and tools effectively across a variety of physical learning experiences.

Progress in the Physical domain was judged as good. Children progressed from basic movements to more controlled and coordinated actions as they gained confidence in using their bodies. Children showed growing awareness of safety rules particularly in outdoor environments, although this continued to be an area for development indoors. Toddlers were learning to climb the ladder to the slide safely with support from teachers. Older children navigated independently and safely around the playground during energetic group games such as "Catch". Children were also developing increasing independence in managing their personal needs, progressing as they learned to feed themselves with utensils, open their meal containers and wash their hands, for example. In construction play children progressed from building simple structures to creating more detailed and complex towers using blocks. Ongoing development of indoor physical spaces would further support children in practising safe movement and refining their physical skills. Overall children were becoming more confident, independent and coordinated in their physical abilities.

Areas for development

- Further develop the awareness of rules for safe movement indoors.

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. Across the setting, most children had formed secure emotional attachments to their caregivers and responded positively to guidance, affirmation and redirection with minimal resistance. Most children demonstrated an awareness of classroom rules and expectations and were able to follow simple routines, such as tidying up and maintaining personal hygiene, with ease. Furthermore, older children were beginning to understand and express their emotions verbally, confidently communicating when they did not wish to participate in an activity and providing reasons for their choices, reflecting growing self-awareness and emotional articulation. Most children were taking increasing responsibility for their actions and were beginning to understand that their behaviour had consequences. This was evident in their growing ability to engage in cooperative play, with emerging turn-taking skills observed. In K4A, for example, most children were developing strong friendships and collaborating effectively on shared tasks such as building towers and houses with blocks or completing puzzles in pairs. During these activities, the children demonstrated resilience, accepted challenges, managed frustration and persevered when structures collapsed or tasks became difficult, highlighting early social negotiation skills. In addition, most children across the setting were able to recognise unacceptable behaviour and showed the confidence to respond appropriately or seek support from a caregiver when needed. However, a minority of children needed to develop more constructive strategies to manage their emotions, rather than resorting to physical responses. Additionally, children across the setting needed to further develop the skills required to manage disagreements independently, reducing reliance on adult intervention and fostering more positive, harmonious peer interactions and a calmer learning environment.

Understanding of and appreciation for culture, religion and the environment

Children's understanding and appreciation of culture, religion, and the environment were judged satisfactory. Most children were developing an understanding and appreciation of culture, religion and the environment because the school placed emphasis on celebrating students' cultural identities. Cultural artefacts were displayed throughout hallways and classrooms which helped children recognise the countries represented in their early childhood community. This visibility supported their growing awareness of diversity. Annual culture day events engaged families and strengthened children's sense of belonging as they saw their heritage acknowledged. Children were also introduced to major world religions and because teachers promoted shared values of respect and kindness, children began to understand that different faiths held similar principles. Environmental appreciation developed through hands-on activities such as composting, creating pencil holders from toilet paper rolls and using bottle caps as counters which helped children understand how materials could be reused. Gardening experiences allowed them to observe germination and care for plants and playground clean-ups reinforced responsibility for shared spaces. However, children had limited opportunities to make deeper connections between these activities and broader cultural or environmental concepts and there were few structured routines that encouraged them to reflect on or document their understanding in age appropriate ways. This reduced the extent to which children could consolidate learning, express personal insights or apply concepts with increasing independence.

Areas for development

- Ensure children develop the necessary skills to self-regulate and manage disagreements independently, reducing reliance on adult intervention.
- Increase structured opportunities for children to reflect on cultural, religious and environmental experiences so they can make deeper connections and articulate what they have learned with growing independence.
- Continue to enhance students' understanding of environmental conservation and preservation by involving them in more activities centred on recycling and conservation.

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. Teachers used the Toddle platform alongside their own ideas, which supported a sufficient detail in planning. While rules were displayed throughout the centre, they needed to be reviewed to ensure they were developmentally appropriate, clearly understood by young children and consistently applied by staff. Additionally, transitions between activities were not always well managed, leading to children becoming dysregulated and resulting in unnecessary waiting time. Improvements were also needed in the management of time within learning centres to ensure that engagement and learning were maximised. In the most effective lessons, teachers demonstrated a sound understanding of how children learn and implemented purposeful play-based approaches. However, this practice was not yet consistent and needed to be embedded across the centre to ensure meaningful learning choices for all children. A suitable range of resources was available, particularly in the outdoor environment, which was thoughtfully arranged to cater to all developmental domains through activities such as a mud kitchen with recipe cards, creative and numeracy areas, a music wall, gardening opportunities and spaces for physical play. However, indoor environments, while resourced, were not always organised or planned to promote purposeful use, indicating a need for more intentional arrangement aligned with children's interests and needs. Interactions between staff and children were respectful, although more explicit support for the development of self-regulation was required.

Learning

Learning was judged as satisfactory. Most children had positive attitudes to learning and displayed enjoyment as they interacted with toys and resources. However, they were not yet actively demonstrating autonomy and initiative in their learning. Most children made connections to previous learning, developing their skills and knowledge. In a K4 class, children mixed primary colours in water and then applied what they had learned to create secondary colours while mixing playdough. Children were able to choose activities they enjoyed and were interested in. In the Toddler class, children gravitated towards the book corner or role-play areas, particularly enjoying pretending to be doctors, while in K3 classes children spent time painting. Older children in a K4 were observed collaborating with peers to build structures using wooden blocks or magnetic tiles, demonstrating early social and cooperative skills. However, there was limited evidence that these choices were purposeful to help them learn new skills or build on what they already knew. Most children showed satisfaction in their achievements and displayed pride in their efforts. For instance, a child in the Toddler class persisted at lacing a block and became visibly happy when he succeeded, going on to lace more blocks before moving to another activity. In K4, a child copied words from the wall and ran to share her accomplishment with the teacher, showing delight when she could read all the words correctly. Children now need to further develop their resilience, critical thinking and problem-solving skills to strengthen their independence and ability to tackle challenges.

Observation, assessment and planning

Observation, assessment and planning were judged as satisfactory. Leaders had demonstrated a strong commitment to improving the assessment practices at the setting by utilising the assessment tools on the Toddle platform, which were aligned to the Cayman Islands Early Years Curriculum Framework and had streamlined the assessment process for staff, whilst also making reporting of progress clearer and more understandable for parents in relation to their child's developmental milestones. Furthermore, clear assessment procedures were in place that enabled staff to gather information through anecdotal notes, observations and questionnaires. This information was then recorded in Toddle and used to track each child's progress against baseline data on a termly basis. However, the baseline assessment process needed to be refined to ensure it was consistently accurate and appropriately aligned to children's age and stage at the point of entry. During the inspection, the systematic, ongoing formative assessment cycle was observed consistently across the setting; however, lesson observations only showed a few teachers using the assessment information to plan learning experiences that met the needs of all children. Consequently, the use of assessment data to inform planning was still an emerging feature for most classes. Assessment practices were overseen by the Principal and Teaching and Learning Lead, resulting in observation records becoming progressively more accurate and reliable. However, across the setting, there remained scope to strengthen assessment practices and moderation processes to secure greater consistency and accuracy in assessment outcomes across groups of similar ages. In addition, opportunities to involve children in self-reflection and actively involve parents in the assessment process were in their infancy, limiting the development of a more holistic understanding of each child's progress.

Areas for development

- Provide purposeful, play-based activities to promote consistently high outcomes for all children.
- Improve transitions between activities and time management during learning experiences to support children's self-regulation and exploit all opportunities for learning throughout the day.
- Review and refine the baseline assessment process to ensure that this process is accurate and aligned to the children's age and stage during the baseline assessment period.
- Further embed the use of assessment data in daily planning across the setting to ensure activities are consistently differentiated and closely aligned to children's learning needs.

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 was judged as good because it was designed to offer enrichment experiences that enhanced children's creativity and development through hands-on learning and some purposeful play. Field trips to Pedro St. James and the Turtle Centre broadened children's understanding of their community and, when trips were not possible, virtual field trips ensured continuity of learning. Community partners such as the Police Community Relations Office and the Fire Service visited the school which helped children connect classroom learning to real-world roles. The curriculum supported environmental awareness through authentic experiences including the use of compost bins and family projects such as creating vehicles from recycled materials. The curriculum itself was play-based and integrated different areas of learning which supported holistic development and some adaptations were made for children with Additional Learning Support Needs (ALSN), including Special Educational Needs and Disabilities (SEND) to promote access. Children learned about Caymanian culture and the diverse cultures represented in the setting through Culture Day events. Parents were encouraged to take their children to cultural activities in the community, and staff provided opportunities for children to share their experiences in class. National symbols and cultural artefacts were displayed throughout the building and children sang the National Song daily which exposed children to aspects of Caymanian heritage and culture. Progression pathways ensured continuity across year groups. For example, during the Transportation unit, toddlers named vehicles, K3 children explored different modes of transportation, and K4 children compared past modes of transportation with present-day transportation. Monthly curriculum reviews and weekly teacher reflections supported ongoing improvement as staff identified what worked well and what required adjustment. Authentic learning experiences such as participating in a pretend market allowed children to apply numeracy and social skills in meaningful contexts.

Areas for development

- Increase structured opportunities for children to document and reflect on their learning so they can consolidate key concepts and demonstrate deeper understanding across curriculum areas.
- Strengthen the consistency of purposeful play experiences by ensuring all activities are clearly linked to intended learning outcomes and provide sufficient challenge for children at different stages of development.

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. Since the previous inspection, the setting had made several improvements to the premises, including the installation of a secure medicine cabinet for the safe storage of medication, the addition of increased shade and play equipment outdoors and the employment of additional staff to strengthen supervision during key transition times. While these developments reflected positive progress and provided additional useful learning resources, the consistency and rigour of supervision still required further strengthening to ensure that staff-adult ratios were maintained at all times. Across the setting, staff demonstrated a secure approach to maintaining children's health and safety, with most required policies and procedures in place and implemented consistently across daily practice. Staff demonstrated a sound understanding of safeguarding expectations, child protection procedures were known by all staff and the curriculum incorporated a personal safety programme, enabling children to recognise and respond to risk in age-appropriate ways. However more robust, organised and proactive record keeping practices and detailed risk assessments for both onsite activities and off sites visits were needed to further enhance the provision. The premises were clean and maintained to an appropriate standard, with regular monthly maintenance checks undertaken, ensuring that resources remained in sound repair. Across the setting, healthy lifestyles were generally well promoted with children benefitting from the centre's healthy morning snack policy and nutritious hot lunches, with staff reinforcing positive messages about well-being throughout the day. Children also had adequate opportunities for outdoor play, physical activity and rest, contributing to their overall health and development. However, the promotion of healthier choices during afternoon snack time could be further strengthened.

Support and Guidance

Support and guidance were judged as satisfactory. Across the setting, staff created a caring environment in which children felt secure, valued and well supported. Staff knew the children well and responded appropriately to their emotional and developmental needs, ensuring that transitions into, across and beyond the setting were managed smoothly and sensitively for both children and parents. The setting's policy and procedures for identifying children with additional needs were implemented effectively, with staff using centre-based interventions and the Early Childhood Care and Educational Unit's referral pathway to ensure appropriate referrals were made, as needed. As a result, most children with emerging needs were identified promptly and received support suited to their individual circumstances. Additionally, robust systems for tracking and monitoring of children with Additional Learning Support Needs (ALSN) further strengthened this provision. Personalised Learning Support Plans were created for each ALSN child, with termly monitoring by the Special Educational Needs Coordinator (SENCO) to enable clear documentation of progress and to ensure that strategies remained responsive to each child's needs. Strong collaboration with external agencies and parents contributed to the effectiveness of this support and consequently most children with ALSN made expected progress from their starting points. While leaders demonstrated a structured and committed approach to supporting children's individual needs, some aspects of practice required further embedding to ensure greater consistency across classrooms. Differentiation was not yet fully embedded, meaning that not all children consistently received the level of support necessary to meet their individual learning needs. Additionally, although staff promoted self-regulation, the range of strategies available in most classes needed to be broadened to help children manage their behaviour with increasing independence and reduced reliance on adult support.

Areas for development

- Ensure that more robust record keeping and thorough risk assessments are carried out for onsite, as well as offsite visits to avoid practices which might put children's health and safety at risk.
- Further embed differentiation into classroom practice across the setting more consistently to ensure that all children receive the necessary support needed
- Across the setting, embed strategies to promote respectful interactions and effective conflict resolution, to enable children to manage disagreements with reduced reliance on adult intervention.

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 of the centre had prioritised raising standards, although the impact of many initiatives had yet to be evidenced. Leadership had also demonstrated a clear dedication to fostering a culture of respect, tolerance and inclusion, ensuring that all children and staff felt valued. New assessment systems and strengthening of the SENCO role now supported more accurate monitoring of children's progress across the setting. Leaders had begun to positively influence staff practice through a developing cycle of informal walk-throughs, feedback, support and re-evaluation; however, performance management systems required further development to strengthen teaching and ensure greater consistency in outcomes. Staff had engaged with professional development opportunities, including programmes such as The Growing Brain, the Trauma Informed Classroom and training facilitated through the Early Intervention Programme and the Early Childhood Care and Education Unit. Staff well-being had been considered through initiatives such as staff retreats and seasonal bonuses. Collaborative practices were evident through regular monthly meetings focused on curriculum evaluation, planning and assessment. Distributed leadership had been embedded, with the Principal empowering staff to use their talents and passions to contribute to the work of the centre. The SENCO and Teaching and Learning Lead were effective in their roles and had begun to positively influence provision. However, leaders needed to continue refining and evaluating these roles, ensuring sufficient time and clear structures to maximise their impact on children's progress. The Advisory Board played a strong role in governance and accountability, contributing valuable expertise to support the centre's ongoing development.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. There were clear systems and processes in place for monitoring the work of the centre, supporting ongoing review and development. Stakeholders had contributed to the self-evaluation process through surveys and meetings and the Advisory Board had also been actively involved in developing the Self-Evaluation Form (SEF). The SEF provided detailed information about the work of the centre and identified areas for improvement, offering a comprehensive overview for the reader. Improvement planning was evident and while the plan focused on addressing recommendations from the previous inspection, key actions identified in the SEF had been incorporated into relevant recommendations, ensuring clear links between self-evaluation and improvement priorities. The quality of the SEF had improved, with more evaluative language and increasingly relevant information across key aspects. However, the centre still needed to develop greater accuracy in judging its work against the First Steps to Success framework. Engagement with educational institutions with proven strong provision would support this process. There had been good progress in addressing most recommendations from the previous inspection. The centre had strengthened compliance with regulatory requirements, improved the curriculum and enhanced systems for tracking, monitoring and reporting children's progress. Despite these improvements, further work was required to ensure greater consistency in achieving good or better teaching across the centre.

Links with parents and the community

Links with parents and the community were judged as good. The setting had developed effective ways to communicate with parents because it used two-way mechanisms such as WhatsApp, Toddle, surveys, progress reports and face-to-face conversations which kept parents informed and allowed the centre to remain aware of their ideas and feedback. As a result, parents were actively engaged and supported their children and the centre in meaningful ways. These included contributing to Culture Day and providing time and financial resources for improvements such as sand for the sandbox, shade for the play area and containers for storing materials. Parents also supported Sports Day and field trips and one provided IT assistance. One parent's company donated six laptops through the Optimist Club which were soon to be delivered. The centre benefited from multiple community partnerships which enhanced children's learning experiences. LIFE (Literacy is For everyone) donated books and bookcases for the library and the relationship with the Little Trotters Farm and Nursery School provided resources and other benefits that supported the ongoing development of play-based learning. Animal House brought animals for children to interact with and donated fish for the aquarium which enriched children's understanding of the natural world. These partnerships strengthened the curriculum and broadened children's real-life experiences. However opportunities for parents to contribute to learning beyond events and donations were limited and there were few structured systems for gathering parent feedback on curriculum content or children's progress. Additionally, while community partners enriched learning, there were gaps in ensuring these experiences were consistently linked to planned learning outcomes which reduced the potential impact on children's ongoing development.

Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. Most early childhood staff were appropriately qualified for their roles and had the skills needed to support children's overall development. Recruitment procedures ensured that the setting had sufficient staff for the current enrolment, including two floaters which allowed the curriculum to be delivered consistently. As a result, staff were deployed effectively according to their strengths. For example, the teacher with strong planning and teaching skills served as the Teaching and Learning Lead. The floating staff supported classes and assisted children with bathroom routines, for example. However, there were gaps in ensuring that all staff consistently applied best practice in play-based learning and some staff required further support to deepen their understanding of how to extend children's thinking during activities. The learning environment was well resourced and accessible. Children were kept safe because leaders had mechanisms in place to ensure the premises were secure and supported learning. Leaders offered support to ensure the premises were suitable for children's learning and development. While the environment was well resourced, there were limited opportunities for children to independently access open-ended materials across all areas which reduced the potential for sustained inquiry and problem-solving. Strengthening these aspects would further enhance the quality of provision and children's learning experiences.

Areas for development

- Further develop performance management arrangements to support consistently high quality teaching across the centre.
- Develop greater accuracy in evaluating the work of the centre to ensure improvement plans, new initiatives and ongoing practice are effective.
- Increase opportunities for children to independently access a wider range of open-ended materials in all learning areas so they can engage in deeper inquiry, problem-solving and sustained exploration.

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	109	Staff	17
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Parents

Parent feedback indicated a highly positive perception of St. George's Anglican Pre-School, with almost all parents expressing strong confidence in the centre's care, safety, communication, and educational provision. Survey results showed that almost all children were reported to make good progress in their learning and development, with 97% of parents agreeing or strongly agreeing. Similarly, almost all parents believed their children enjoyed attending the setting and benefited from a range of age-appropriate, play-based learning experiences. Safety and well-being were identified as key strengths, with all responding parents agreeing that their children were safe and well cared for. Almost all parents also felt that staff supported children in leading healthy lifestyles. Support for children with additional learning needs was viewed positively, although a minority indicated uncertainty regarding this provision. Almost all parents reported positive relationships between their children and staff and most felt that leaders created an inclusive environment. Two-way communication was rated highly overall, though a few (around 5%) raised concerns about consistency or tone. Parents widely appreciated the nurturing environment, professionalism and improvements made. Many highlighted staff warmth, children's progress and support during transitions, while a few suggested greater challenge for more able children and additional inclusivity training. Overall, feedback reflected a setting in which most families felt valued, informed and confident in the quality of education and care provided.

Staff

Staff perceptions of St. George's Anglican Preschool were overwhelmingly positive with all staff agreeing that the environment was safe, caring and supportive of children's well-being. All staff also believed that children demonstrated positive behaviour, developed healthy lifestyles and made purposeful decisions about their learning within a balanced play-based curriculum. Almost all staff reported that children made good progress across developmental domains, understood cultural and environmental concepts and benefited from strong transition arrangements. Leadership was viewed very favourably with all staff agreeing that leaders were effective, inclusive and actively involved them in self-evaluation and improvement planning. Professional development was also highly valued with all staff stating that training had positively influenced their practice. Most staff felt that assessment systems were effective, that resources and facilities supported their work and that the setting provided good support for children with additional learning needs. Most staff also believed that communication with parents was strong and that the setting maintained meaningful partnerships with the wider community. A significant minority, however, expressed concerns about staff well-being and morale. A few staff also raised concerns about resource sufficiency, assessment consistency and communication reliability. Qualitative comments reinforced the strong safeguarding culture, with staff emphasising that "safety of the children comes first" and that the setting "always looked for the welfare of the children." Staff also praised improvements in SEND support, noting that the SEND lead provided practical tools and guidance.

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
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Team Inspector	Hayden Lyons	Office of Education Standards
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