



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

April 2026



Just For Kids Preschool & Day Care

Table of Contents

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

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

First Steps to Success Early Childhood Inspection Framework

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

Developmental Domains

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

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





















Early Childhood Setting

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

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

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

Early Childhood Setting Information

| General Information | | |
|---|---|---|
|  | Setting name | Just For Kids Preschool & Day Care |
|  | Address | 38 Orange Drive, Prospect |
|  | Telephone number | 345-947-4543 |
|  | Website | NA |
|  | Name of principal/manager | Evelyn Rockett |
|  | Name of owner | Evelyn and Veta Rockett |
|  | Date of this inspection | April 14-15, 2026 |
|  | Date of last inspection | February 7-9, 2024 |
| Children | | |
|  | Number of children on roll | 95 |
|  | Age range of the children | 1 to 5 years |
|  | Groups | 0-18 Months; 18-36 Months; 3-5 Years |
|  | Number of Caymanian children | 79 |
|  | Number of children with additional learning support needs | 7 |
|  | Largest nationality group of children | Caymanian |
| Curriculum | | |
|  | Main curriculum | Cayman Islands Early Years Curriculum Framework |
|  | External tests and assessments | NA |
|  | Accreditation | NA |
| Staff | | |
|  | Number of licensed teachers | 2 |
|  | Number of other staff | 16 |
|  | Teacher-child ratio | 1:6 |

Context

Just for Kids Preschool & Day Care is a purpose-built early childhood centre located in Prospect, Grand Cayman, serving children aged one to five within a nurturing, inclusive and culturally rich environment. Established in 2000, the centre has grown into a well-resourced setting that blends strong Caymanian heritage with a diverse, international community. With 95 children on roll, including seven with additional learning support needs, the centre offers a comprehensive early years programme grounded in the Cayman Islands Early Years Curriculum Framework and deployed on the Toddle platform that integrates Birth to Five Matters and other curricular resources. The curriculum is inquiry-based, child-centred and designed to promote agency, exploration and deep conceptual understanding across cognitive, social-emotional, communication and physical domains. Purposeful learning environments, both indoors and outdoors, support this approach through access to gardens, water play, sensory areas, a greenhouse and culturally authentic materials such as silver thatch and traditional Caymanian artefacts. The centre places strong emphasis on cultural identity and global awareness, celebrating Caymanian traditions alongside international festivals and an annual International Parade that reflects the rich diversity of its families, all strengthened through meaningful community partnerships,

Overall Judgement History

| | | |
|--------------------|--------------|--------------|
| Cycle 1 Inspection | January 2019 | Satisfactory |
| Cycle 2 Inspection | March 2021 | Satisfactory |
| Cycle 3 Inspection | January 2024 | Good |
| Cycle 4 Inspection | April 2026 | Good |

Next Steps

The educational institution has achieved its second consecutive good or better rating and as a result, will be inspected within 4 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 | Good | → |
| | 1.2 Progress | Good | Good | → |
| Communication and Language development | 1.1 Attainment | Good | Good | → |
| | 1.2 Progress | Good | Good | → |
| Physical development | 1.1 Attainment | Excellent | Excellent | → |
| | 1.2 Progress | Excellent | Excellent | → |

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

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

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 | Good | 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 | Good | ↑ |
| 5.2 Support and guidance | Good | Good | → |

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

What the Setting Does Well

- Children demonstrated a strong understanding and appreciation of Caymanian culture and heritage and frequent opportunities to celebrate the diverse cultures represented in the setting fostered an environment of respect, tolerance and belonging.
- Assessment practices were holistic and used effectively to inform lesson planning, individualised support and centre-wide initiatives, ensuring learning experiences were well matched to children's developmental needs.
- A wide range of creative, purposeful activities supported fine and gross motor development, enabling children to build coordination, control and physical confidence through varied indoor and outdoor experiences.
- Staff maintained warm, nurturing and responsive relationships that promoted inclusivity and ensured all children felt valued, supported and emotionally secure.
- Transitions into, across and beyond the setting were well managed, providing children and parents with the guidance and reassurance needed for a smooth progression to the next stage of the learning journey.

Recommendations

- Strengthen professional learning by providing leaders and staff with structured opportunities to share effective practice and learn from other high-quality early years institutions.
- Improve the consistency of teaching across the setting by:
 - Increasing opportunities for authentic child-initiated play, enabling children to follow their curiosity and make independent choices.
 - Ensuring well-planned lessons are implemented with fidelity so intended learning experiences are delivered consistently.
 - Refining the layout of indoor learning spaces to ensure environments are expertly organised to inspire exploration, creativity and imaginative play.

Inspection Findings

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

Cognitive development

Children's attainment in the Cognitive domain was judged as good. Observations and developmental records showed that almost all children consistently attained age-appropriate cognitive outcomes. Daily learning experiences were purposeful, hands-on and rooted in inquiry, allowing children to engage deeply with concepts. Children demonstrated secure knowledge and understanding as they responded to teacher questions and often generated their own questions while exploring the environment, which strengthened their reasoning, problem-solving skills and confidence as thinkers. In a prekindergarten classroom, children walked around the schoolyard to collect bark for painting. They mixed colours, named the paints used and identified the resulting colours, thus demonstrating age-appropriate symbolic and representational thinking that connected real-world experiences to emerging cognitive skills. In a toddler classroom, most children successfully scooped and poured soil, squeezed water and added baking powder to create bubbles. They described their actions and the resulting reactions, showing early scientific reasoning and cause-and-effect understanding. Children in the kindergarten class explained what their garden plants needed to grow and how to care for them, demonstrating that real-world, meaningful experiences enabled them to apply knowledge confidently and accurately, resulting in strong attainment across the cognitive domain and reinforcing their ability to transfer learning across contexts.

Children's progress in the Cognitive domain was judged as good. Children made expected and often strong progress in the cognitive domain because learning experiences were intentionally sequenced, developmentally appropriate and connected to children's prior knowledge. As children engaged in open-ended exploration and inquiry, they increasingly used language to describe their thinking, which accelerated their cognitive growth. Prekindergarten children progressed in their identification of animals and the sounds they made by exploring the Tuff Trays that simulated an ecosystem. Kindergarten children demonstrated early reading ability and effectively followed instructions as they read a recipe to make mud cupcakes. As a result, children's progress aligned with or exceeded developmental norms, showing that consistent exposure to rich, hands-on, inquiry-based experiences directly supported their cognitive development.

Areas for development

- Enhance activities and play-based learning so that they intentionally develop and strengthen children's cognitive skills such as predicting, making generalizations, categorizing, organizing, describing, interpreting information, investigating and representing their ideas.

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

Social Emotional Development

Children's attainment in the Social Emotional domain was judged as good. Almost all children demonstrated an understanding of expected behaviours and were generally able to regulate their actions within established boundaries. At times, minor disruptions did occur, particularly when children appeared fatigued or overstimulated. Children showed increasing independence in managing their personal needs, confidently attending to routines such as toileting, hand-washing and preparing for meals. Positive relationships were a notable strength, with children consistently displaying empathy and kindness towards one another. They greeted peers warmly, observed even with the youngest children in the Nursery class and responded with care when others experienced discomfort or distress as observed when children across the centre checked in with each other or reported issues to adults if their peers had visible injuries or if they appeared sad. Cultural awareness was well developed, as children engaged with national symbols and explored local heritage through meaningful experiences. Their interactions with natural materials, including the Silver Thatch Palm, reflected curiosity and growing understanding. Participation in activities such as Rangoli design further supported their appreciation of diverse traditions, as children carefully arranged coloured materials into patterned designs. Children participated in devotions, singing Bible songs with familiarity and praying at regular time during the day.

Children's progress in the Social Emotional domain was judged as good. Activities such as caring for living things and participating in food-related tasks helped children to understand processes and consequences, while also strengthening their sense of contribution. Children planted and cared for vegetables, cooking with them and sharing produce with a group of elderly persons who visited the centre. This demonstrated a growing understanding of the reciprocal relationship between themselves and nature as well as care and empathy for others in their community. Children engaged enthusiastically in sensory-rich experiences. In the Nursery class, children touched and interacted with shredded paper and leaves in a sensory activity. Children in the Toddler classes cleaned muddy animals in water with brushes and rags. Older children dug in mud to save turtles at the bottom of a "pit", carefully cleaning them with water from spray bottles. However, children's ability to articulate the information they received from their senses during these activities still developing. While children were beginning to evaluate their own actions and learning, this reflective approach was not yet embedded consistently across all learning contexts. Photo evidence showed children interacting with community helpers with older children role playing being doctors and nurses showing an understanding of the important role these professions play.

Areas for development

- Support children's self-regulation during extended activities or times of fatigue.
- Develop skills of self-reflection.
- Increase descriptive vocabulary and interpretation of sensory experiences.

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

Communication and Language development

Attainment in Communication and Language was judged as good. Children demonstrated the ability to engage in conversations in a variety of contexts, including during group activities and outdoor play. Children listened attentively to stories and were able to discuss key elements, showing understanding and engagement. Children communicated confidently with adults and peers, asking questions and expressing their thoughts and experiences with increasing fluency. Opportunities for mark making supported early writing development, with younger children exploring through scribbling and finger painting, while older children produced more recognisable drawings and began forming words and simple sentences. Participation in songs, rhymes and music activities further supported children's listening and expressive skills, as they responded enthusiastically to rhythm and movement. Book handling skills were well developed across the setting, with even the youngest children demonstrating an understanding of how to use books appropriately, such as turning pages and pointing to images. In a Pre-Kindergarten class, children sat in "Book Boats" as they calmly enjoyed books. Children displayed confidence and enjoyment in their communication, although consistency in active listening skills especially during group time required further development.

Progress in Communication and Language was judged as good. In Nursery, children progressed from babbling to using words to communicate. The made animal sounds as they played with farm animals. Children in the Toddler classes showed developing communication as they used two to three words sentences to communicate. In the Kindergarten class, children demonstrated keen skills of active listening as they followed the direction of a peer who led devotion and circle time. However, this skill was not yet a feature of all groups. Creative expression was also evident as children explored art activities such as bark rubbings and experimented with instruments. Children recreated roles and experiences, such as when children in a Prekindergarten class pretended to care for and sell pets in a pet shop and when they took the animals to the Veterinarian. Movement and music were particularly enjoyable activities, especially during sessions with the music teacher. Children made notable progress in playing instruments, from hitting percussion instruments and keeping a steady rhythms to actually playing songs on recorders with precision and timing as was observed in the kindergarten class. Children's art work was displayed across the centre and showed children's progress as their drawings became increasingly more recognisable.

Areas for development

- Strengthen consistency in developing active listening skills across all classes.
- Extend opportunities for children to use more descriptive and complex language during play and structured activities.

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

| Quality Indicator | | Current Inspection Judgement |
|----------------------|----------------|------------------------------|
| Physical development | 1.1 Attainment | Excellent |
| | 1.2 Progress | Excellent |

Physical development

Children's attainment in the Physical domain was judged as excellent. Almost all children consistently demonstrated skills that were securely at and often above, age-appropriate expectations in both fine and gross motor development. The setting was extremely well-resourced and because children had continuous access to high-quality, developmentally challenging materials, they were able to refine coordination, balance, strength and control across a wide range of purposeful physical experiences. In the Nursery class, almost all children confidently engaged in walking, climbing and shaking musical instruments during devotion time and because they mimicked being bugs in the grass - stomping their feet, crawling through tunnels and moving their bodies with intention - they showed increasing mastery of whole-body movements and spatial awareness. Staff planned outdoor learning environments with precision, ensuring they were stimulating, safe and appropriately challenging, which directly supported children's attainment. In a Toddler class, all children were highly motivated during the "Amazing Animals" water-play activity. They scrubbed and cleaned animals using sponges and toothbrushes, they strengthened fine-motor precision, hand-grip control and bilateral coordination while also learning about empathy and care. Children moved with ease between outdoor learning stations, using cutters and rolling pins in the Play-Doh area and chunky crayons to draw animals, demonstrating strong attainment in both dexterity and hand-eye coordination. These rich, varied experiences promoted not only personal, social, and emotional development but also ensured that children consistently achieved excellent outcomes across all aspects of the physical domain.

Progress in the Physical domain was judged as excellent. All children consistently demonstrated expected progress in line with developmental norms and outcomes for fine and gross motor skills. They enhanced their physical skills from the rich opportunities afforded in the indoor classrooms and through use of the outdoor equipment, on which they climbed, balanced, ran, jumped and navigated with increasing skill. Almost all children showed an awareness of rules and safe movement, strong spatial awareness and an ability to manage risks appropriately for their age. Almost all children across the setting were able to take part in tidy-up routines and most older children demonstrated a growing independence in dressing, being able to put on shoes and aprons with minimal adult assistance. Fine-motor development was also well promoted through thoughtfully designed activities such as painting, mark-making, construction, sensory play and early writing opportunities, enabling children to strengthen hand muscles and develop precision and control. For example, in the Kindergarten class, children were tracing numbers in the sand and across the Toddler and Prekindergarten classes, almost all children enjoyed mark-making on the outdoor blackboard and engaging in sensory-motor play using wet and dry materials.

Areas for development

- Provide more consistent and varied opportunities for children in the nursery class to continue to develop fine motor skills through purposeful, age-appropriate activities.

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

| Quality Indicator | Inspection Judgement |
|---|----------------------|
| 2.1 Social emotional learning | Good |
| 2.2 Understanding of and appreciation for culture, religion and the environment | Excellent |

Social emotional learning

Children's social and emotional learning was judged as good. Children demonstrated a clear understanding of boundaries and expectations, responding appropriately to guidance from adults and showing an emerging sense of self-regulation in familiar routines. While low-level disruptions were occasionally observed, children increasingly showed a developing awareness of their emotions and were beginning to name and express how they felt. However, consistent strategies to support regulation were not evident across all situations. Emotional security was a notable strength, with relationships between children and adults characterised by genuine care, nurture and secure attachment. Children appeared confident and settled within the environment, approaching familiar adults with ease, seeking reassurance when needed and responding positively to encouragement and praise. Interactions with adults were warm, attentive and responsive, reflecting staff's strong knowledge of individual children and their needs. Children felt comfortable sharing their emotional needs with staff throughout the day, from entering in the morning and receiving a calm, supportive welcome from the Assistant Operations Manager, to seeking comfort or reassurance from other adults as the day unfolded. Positive peer interactions were consistently evident, with children demonstrating empathy, kindness and cooperation in their daily play. They greeted one another with enthusiasm, shared resources with growing independence and showed care by comforting peers who were upset or hurt. Opportunities for collaboration further strengthened these relationships, particularly among older children, who worked together with increasing confidence and mutual respect.

Understanding of and appreciation for culture, religion and the environment

Children's understanding of and appreciation for culture, religion and the environment was judged as excellent. Children demonstrated strong awareness of both local and global cultures. They engaged meaningfully with resources, songs and artefacts depicting Caymanian heritage, recognising national symbols and exploring the significance of the Silver Thatch Palm through hands-on investigation and discussion. Children recognised the Blue Iguana which was displayed in the corridor and as they played with Blue Iguana plush toys. One child shared information with his teacher as to how he would care for a Blue Iguana if he had one as a pet, demonstrating his knowledge of the needs of the animal. He also described the texture of the animal's skin and talked about the spikes on his back. Children sang the National Song with familiarity and reverence. Experiences such as creating Rangoli designs supported children's awareness of diverse traditions, as they used coloured materials to form intricate patterns, developing both creativity and respect. Celebrations representing the backgrounds of children within the setting further reinforced inclusivity and a sense of belonging. Children participated in daily Christian devotions, including singing, prayer and saying grace before meals, demonstrating familiarity with and respect for these practices. Their involvement reflected a developing awareness of shared values and traditions within the setting. Children were actively involved in meaningful, practical experiences. They engaged in gardening activities, from planting to harvesting and took responsibility for caring for animals within the centre. Older children extended this learning by preparing harvested produce for shared meals and contributing to the wider community by sharing with elderly individuals. Families did beach clean-ups and on Earth Day, the centre did a neighbourhood clean-up, developing children's ability to make connections between their own experiences and broader concepts of sustainability and conservation.

Areas for development

- Strengthen strategies to consistently support children's self-regulation, particularly during times of fatigue or overstimulation.
- Embed more regular opportunities for children to reflect on their behaviour and social interactions across all classes.

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

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

Teaching

Teaching was judged as good. Educators planned interesting, well-structured learning experiences that provided children with a wide range of stimulating, developmentally appropriate activities. These experiences were intentionally tailored to the needs of individual children and because staff adapted tasks thoughtfully, all learners were able to participate meaningfully. For example, in a Prekindergarten class, three children with ALSN were taken to a quieter, more suitable environment and provided with an adapted task aligned to their abilities, which enabled them to remain engaged and successful. Transitions between activities were calm and well managed and because children were given appropriate time for learning, self-care and emotional regulation, they moved confidently and securely through the daily routine. Rules and routines were reinforced in a calm, supportive, age-appropriate manner, which created a predictable environment where children felt safe and ready to learn. The centre maintained an appropriate balance of teacher-directed and child-initiated play, with an emphasis on child-initiated learning and because activities were often linked to children's interests, they promoted independence, curiosity and meaningful choice. Indoor and outdoor spaces were thoughtfully organised and well resourced and because every available inch of outdoor space was intentionally provisioned, children were able to explore, investigate and develop skills across all four developmental domains. Positive, respectful and nurturing relationships characterised all adult-child interactions, which enabled children to thrive within a caring and supportive environment. In a Prekindergarten class, children followed a recipe to make s'mores and because they counted ingredients, followed instructions and engaged their senses, they developed early reading, sensory awareness and procedural understanding through an integrated, hands-on experience.

Learning

Learning was judged as good. Almost all children demonstrated consistently positive attitudes toward learning, which resulted in high levels of curiosity, concentration, participation and enjoyment across the centre. Children were highly engaged in their activities and because they were encouraged to explore, question and investigate, they showed confidence in linking what they already knew with new learning. Almost all children exercised choice in their learning by selecting activities aligned with their interests and this autonomy promoted independence and strengthened their ability to make decisions about how they wanted to learn. In a Prekindergarten class, one child playing in the "Pet Shop" had three star-shaped pet treats in a bag, which fell to the floor. She picked up two but could not find the third and because she was able to articulate that one was missing, explaining that she had three and now had two, she demonstrated age-appropriate reasoning and early number sense. Such moments illustrated how children applied prior knowledge to real-life situations, deepening their understanding through meaningful play. Across the centre, children engaged confidently with materials, peers and adults and because learning environments were well-organised and stimulating, they were able to sustain attention and extend their thinking. Children collaborated, problem-solved and communicated effectively, which strengthened their cognitive, social and emotional development. As a result of these purposeful learning experiences, children made good progress and demonstrated the characteristics of effective learners, showing curiosity, persistence and increasing independence in their play and exploration.

Observation, assessment and planning

Assessment was judged as excellent. Staff implemented a comprehensive and systematic approach, drawing on a wide range of evidence to build a detailed understanding of each child's development. Assessment information was gathered regularly through multiple methods and recorded using a well-established digital platform, which supported accessibility and organisation. The approach was collaborative, with contributions from both staff and families, ensuring that there was a holistic view of the child. Leadership teams maintained strong oversight, reviewing entries to ensure accuracy, consistency and full coverage of developmental domains. The leaders collaborated to map the Cayman Islands Early Years Curriculum Framework's Key Focus Areas to the global domains and to develop rubrics that enabled teachers to assess children's development with greater ease. While the rubrics proved to be user-friendly, they required further development to ensure accuracy. This was a task that leaders acknowledged and had already established a timeframe for the revision. Leaders demonstrated a reflective and strategic approach to assessment information. Data was analysed effectively to identify patterns and inform targeted support, including the development of tailored initiatives to address emerging trends in children's progress. For example, data highlighted that there was a development gap between boys and girls and leaders were devising strategies to address this. Assessment outcomes were also used to refine curriculum planning and guide teaching approaches. Staff used assessment insights to design experiences that supported progression and addressed individual needs. Opportunities for children to reflect on their own learning were present, particularly through adult interactions and group discussions, although this practice was not yet consistently embedded across the setting.

Areas for development

- Strengthen staff competencies in modelling and extending children's language and thinking, ensuring interactions consistently promote rich vocabulary, reasoning and expressive communication.
- Deepen staff understanding of how to deliver well-planned, play-based lessons with intentionality, ensuring teaching practices effectively target the specific skills identified across all four developmental domains.
- Increase high-quality opportunities for authentic child-initiated play, enabling children to use imagination, curiosity and independent choice to explore the environment in personally meaningful ways.

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. It was clearly mapped to the Cayman Islands Early Years Curriculum and provided a broad, balanced and inclusive framework that supported children's holistic development. It took account of children's diverse needs and because learning experiences were developmentally appropriate and accessible, all children were able to participate meaningfully. Biennial curriculum reviews were undertaken collaboratively with staff and because these reviews incorporated children's interests and teacher reflections, the curriculum remained responsive and relevant. For example, in the Kindergarten class, the "Farm to Table" initiative was extended after children expressed a desire to continue learning about growing and cooking their own food, demonstrating how children's voices shaped curriculum decisions. Clear progression was evident across documentation and daily planning; however, play-based learning opportunities were not always implemented consistently, which limited the full impact of the curriculum's intentions. The curriculum was enriched through purposeful links with the local community, such as trips to the Farmers Market and with partnerships with community helpers, parents and organisations such as North Side and Bodden Town senior citizens, where the older children visited. These connections provided valuable real-life learning experiences that deepened children's understanding of their community. Caymanian culture, diverse cultures and world religions were thoughtfully embedded through initiatives such as the two-week "Nations of Our School," Diwali and Hindu celebrations and the "Children of the World Come Celebrate Christmas With Us" event. Environmental stewardship was also a strong feature, and because children participated in the gardening club and the 'Farm to Table' initiative, they developed responsibility, sustainability awareness and healthy living habits. There was, however, further scope to increase field trips to local and historical sites to strengthen children's sense of belonging and cultural identity.

Areas for development

- Strengthen the quality and consistency of play-based practice by ensuring that planned learning intentions are fully realised in daily provision.
- Provide increased opportunities for child-initiated play so children can use their imagination and curiosity to explore the environment in ways that are personally meaningful.

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

Health and Safety

Health and safety were judged as good. The early childhood setting ensured that children were safe, well-supervised and protected from harm. All required regulatory documentation, policies and staff training were in place, up to date and aligned with statutory expectations. Staff were secure in their knowledge of safeguarding and child protection procedures and their confidence in recognising, responding to and reporting concerns contributed to a culture of safety. Hazard-management drills, including fire and emergency procedures, were conducted regularly and recorded with sufficient detail to support ongoing review. The environment and resources were well-maintained and regular daily checks ensured consistent standards. The curriculum incorporated a clear focus on personal safety, enabling children to develop an age-appropriate understanding of how to keep themselves safe, whilst daily routines promoted healthy lifestyles. Children were encouraged to eat nutritious snacks, stay hydrated, rest when needed and participate in regular physical activity. Staff modelled and reinforced positive hygiene practices, supporting children to develop independence in handwashing, toileting and self-care, which contributed to children's overall well-being and sense of security. Although health and safety procedures were effective, there was a need to strengthen aspects of practice. Whilst risk assessments had been developed and implemented for off-site visits, these processes required further refinement to ensure that all potential hazards for both onsite and off-site visits were clearly identified, evaluated and mitigated before participation. Additionally, daily operational practices would benefit from strengthening, including more detailed recording of routine maintenance checks, improved lines of sight in the outdoor play areas and tighter management of allergy-related procedures to ensure that the environment remained safe and conducive for the children's well-being.

Support and Guidance

Support and guidance were judged as good. The setting demonstrated a well-established approach to supporting children with Additional Learning Support Needs. Policies and procedures were effective and the use of baseline data and ongoing observations enabled the early identification of children with diverse needs, ensuring that the necessary support was provided. Learning support plans were sufficiently detailed, containing measurable targets and were reviewed every eight weeks. Furthermore, ongoing meetings with parents and external agencies, including the Health Service Authority and private therapy centres, contributed to strong collaborative practices to ensure that interventions remained effective and aligned with children's progress. Consequently, almost all children made expected progress. Transitions into, across and beyond the setting were exceptionally well managed. Children were introduced to the centre through a carefully phased approach, allowing them to settle gradually and build familiarity with their new environment. As they transitioned between classes, they were given purposeful opportunities to spend time in their new learning spaces, to get to know their new teachers in advance, with parents also meeting staff before the start of the academic year. In addition, the centre planned thoughtful measures to ensure continuity of care, including strategically assigning a familiar staff member to move with a cohort of children to provide the children with ongoing emotional security. Effective support and guidance were underpinned by warm, nurturing and responsive staff-child interactions. Staff knew the children well and were attentive to their needs, creating an environment in which children felt secure, valued and confident. However, there was scope for staff to utilise the calming corners more consistently so children could develop stronger self-regulation skills and build the resilience needed to manage their emotions independently.

Areas for development

- Strengthen risk assessment procedures for both on-site and off-site visits to ensure that all potential hazards are clearly identified, evaluated and mitigated before participation.
- Embed the use of the calming corners more consistently into daily practice so that children can independently self-regulate.

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

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

Leadership

Leadership was judged as good. Leaders were innovative, reflective and forward-thinking, which resulted in sustained improvements in provision and consequently, stronger outcomes for children. Leaders consistently emphasised respect, tolerance and inclusion and this created a welcoming culture where all children and families felt valued and supported. Because leaders modeled these values, staff adopted the same approach, strengthening the centre's inclusive ethos. Systems for supervision, performance management and professional development were implemented and because these systems were strong and regularly monitored, they had a positive impact on staff practice and the overall quality of teaching and learning. Staff well-being was prioritised through intentional actions and open communication, which led to high levels of engagement, job satisfaction and morale across the centre. A collegial ethos, supported by structured opportunities for collaboration, peer learning and shared reflection, ensured that best practices were disseminated and embedded consistently. The centre operated with a distributed leadership structure, and because responsibilities were delegated strategically, staff developed ownership of key areas and contributed meaningfully to ongoing improvement efforts. The advisory board was actively involved in self-evaluation and strategic planning and because members had a secure understanding of the centre's operations, they provided informed guidance that strengthened accountability and supported sustained development. As a result of these combined leadership practices, the centre operated with clarity, purpose, and a strong commitment to high-quality early childhood provision.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as excellent. Leaders implemented systematic, comprehensive and continuous arrangements to evaluate every aspect of the centre's work. These processes were embedded in the culture of the setting and because leaders actively sought and valued the perspectives of staff and parents, the centre's evaluations reflected a wide range of lived experiences. Staff and parent input was consistently incorporated into reflective discussions, which ensured that leaders had an accurate and holistic understanding of the centre's strengths and areas requiring further development. This inclusive approach meant leaders knew the setting well and were able to make informed decisions that positively impacted children's learning, well-being and daily experiences. As a result, evaluations were accurate, inclusive and grounded in the realities of the community. Development plans were closely aligned with the centre's self-evaluation and the findings from the last inspection report and because these plans focused on the correct priorities, they provided clear, strategic direction for improvement. Leaders monitored progress against these plans regularly, which ensured that actions were implemented effectively and that improvements were sustained over time. All recommendations from the previous inspection were fully addressed and this resulted in marked improvements in the identified areas of assessment practice and health and safety arrangements. Because leaders used evidence rigorously, engaged stakeholders meaningfully and aligned planning with identified needs, the centre strengthened its capacity for sustained improvement and demonstrated a clear commitment to high-quality early childhood provision.

Links with parents and the community

Links with parents and the community were judged as excellent. The setting demonstrated strong partnerships with parents and the wider community, which enriched children's learning and well-being. Relationships with families were warm, respectful and collaborative, with parents consistently engaged as valued partners in their children's learning journey. Two-way communication was robust and sustained through the use of Toddle and WhatsApp, ensuring parents remained well informed about their children's development, learning and overall well-being. Regular reporting and parent-teacher conferences provided clear next steps in learning, enabling parents to understand how best to support their children at home. Furthermore, support for home-learning tasks further strengthened this partnership and reinforced continuity between the setting and the home environment. The Parent Teacher Association (PTA) played an active and meaningful role, contributing through fundraising initiatives and organising community-building events such as the Christmas concert and family sports day. Parents were also encouraged to volunteer within the setting, including reading and storytelling sessions that enhanced children's language and literacy experiences and in the cultural weeks by providing activities and food for the children to try. Moreover, partnerships with organisations such as LIFE and the Credit Union enriched the curriculum, including through the installation of the outdoor Book Nook and through the "Meet the pet visitor" which promoted early literacy and empathy towards animals. The setting also contributed to the broader Early Childhood community across the Cayman Islands by offering professional development workshops and collaborating with other centres to strengthen practice and provision sector-wide. These connections provided children with meaningful, real-world learning experiences and reinforced the setting's commitment to community engagement and shared professional growth.

Staffing and the learning environment

Staffing and the learning environment were judged as excellent. All staff, including leaders, were well qualified for their roles and were deeply familiar with the centre's mission and this ensured that daily practice was consistently aligned with the school's values, expectations, and commitment to high-quality early childhood education. Leaders adopted a strategic and forward-thinking approach to recruitment and retention, including planned overseas recruitment, and because they regularly recognised staff contributions through incentives and gifts, morale remained high and staff felt valued for their investment in the success of the centre. This resulted in strong retention, stability and a cohesive team culture. Staff were resourcefully and effectively deployed across the centre, which ensured that routines ran smoothly and that children consistently received high-quality care, supervision and learning support. Because staff understood their roles clearly and collaborated effectively, the early childhood setting operated efficiently and maintained a strong focus on children's developmental needs. Leaders ensured that the entire premises, indoors and outdoors, were creatively and effectively resourced and because learning environments were intentionally designed, children's development across all four domains was actively promoted. Almost all classrooms were well organised, accessible and stimulating, enabling children to explore, investigate and engage in purposeful play. Outdoor spaces, including gardens, sensory areas and cultural learning zones, were used to extend learning beyond the classroom and to support physical, cognitive and social-emotional development. Resources that promoted children's understanding of Caymanian culture were particularly strong and because these materials were integrated meaningfully into daily learning, children developed a deeper appreciation of local heritage and identity. As a result of strong staffing, strategic leadership and high-quality environments, the centre provided a rich, inclusive and developmentally appropriate learning experience for all children.

Areas for development

- Strengthen systems for evaluating the impact of professional development and performance management, ensuring they lead to measurable improvements in teaching practice and children's skill development across all four developmental domains.
- Align self-evaluation more closely with the OES framework descriptors, ensuring judgements are evidence-based and reflective of current practice.
- Expand the strategic use of community partnerships to increase curriculum-linked, real-world learning experiences that deepen children's understanding of their community and the wider.

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 | 84 | Staff | 16 |
|----------------|----|--------------|----|

Parents

Overall, parental feedback indicated a highly positive perception of the early childhood setting, with parents consistently highlighting strong developmental progress, high-quality care and warm, trusting relationships among staff, children and families. All parents reported notable gains in children's communication, social skills, independence and early learning, alongside high levels of happiness and confidence. The nurturing ethos of the staff was repeatedly emphasised, with all families agreeing that the setting provided a safe, engaging and inclusive environment. Furthermore, all parents expressed confidence in the quality of teaching and that their children enjoyed attending the setting and benefited from a wide range of age-appropriate play-based learning experiences. Parents also praised the setting's effective communication systems, skilled staff and well-maintained resources and facilities. While feedback was overwhelmingly favourable, a small number of parents identified areas for development, particularly regarding how their views were sought and used. A minority of parents also noted that transition processes and collaboration systems could be further strengthened to ensure that all families experienced smooth and well-supported transitions and a few parents suggested expanding enrichment opportunities, such as educational outings. Overall, the survey results demonstrated that the setting had been meeting children's needs highly effectively and was strongly valued by its parents, with clear strengths in children's development, safety, teaching quality, leadership and communication, alongside targeted areas for further enhancement in inclusivity, parental partnership and SEND support.

Staff

Responses of the 16 staff respondents were overwhelmingly positive. All responses to the survey items were either “strongly agree” or “agree.” All open-ended comments which were shared by 13 staff respondents were highly positive. There were a number of items which almost all staff strongly agreed to such as that they were knowledgeable of the procedures for reporting suspected cases of child abuse or neglect and that the setting has adequate, appropriately qualified and suitably skilled teachers and staff. Almost all staff also strongly agreed that overall the early childhood setting provided a good quality education. All staff strongly agreed that the environment of the early childhood setting was safe and caring for all members of its community and that the early childhood setting had good quality resources and facilities to support their work with the children.

What Happens Next?

The school should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and address:

- the recommendations identified within this report;
- areas identified by the school as requiring improvement;
- other external reports or sources of information that comment on the work of the school.

Further Information

Inspections of Educational Institutions in the Cayman Islands

As determined by the Education Act (2024 Revision), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each educational institution for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'Successful Schools and Achieving Students 2' (Cayman Islands Government, October 2020) is the tool which is used by inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables settings to see inspection as a **transparent** process.

Judgements

The inspection framework is organised around judgements using a four-point scale. The four levels are defined as follows:

| | |
|---------------------|---|
| Excellent | Exceptionally high quality of performance or practice. |
| Good | The expected level for every educational institution, including early childhood settings, in the Cayman Islands. |
| Satisfactory | Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level. |
| Weak | Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice. |

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

| Term | Definition | Numerical Value |
|----------------------|--|------------------------|
| All | The whole - as used in referring to quantity, extent or duration | 100% |
| Almost all | 90% and more | 90% to 99% |
| Most | 70% or more but less than 90% | 70% to 89% |
| Majority | Half or more but less than 70% | 50% to 69% |
| Significant minority | A quarter or more but less than a half | 25% to 49% |
| Minority | 15% or more but less than a quarter | 15% to 24% |
| Few | Up to 15% | 0% to 14% |

The Office of Education Standards

Who Are We and What Do We Do?

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

How to Contact Us

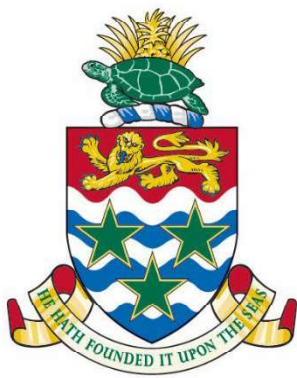
You can contact us using the following e-mail address: adminOES@gov.ky

Where to Read our Reports

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

Information About the Inspection Team

| Role | Name | Affiliation |
|----------------|------------------|-------------------------------|
| Lead Inspector | Hayden Lyons | Office of Education Standards |
| Team Inspector | Carol Kumassah | Office of Education Standards |
| Team Inspector | Suzanne Goodwiin | Office of Education Standards |



Office of Education Standards

Cayman Islands Government

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

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