



Office of Education
Standards
Cayman Islands Government

FOLLOW-THROUGH INSPECTION REPORT

JUNE 2026



BLOOM LEARNING CENTRE

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Introduction

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

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

Process

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

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

Follow-Through Inspection

The Follow-Through Inspection of Bloom Learning Centre took place from 17 June 2026 to 18 June 2026. The inspectorate gathered evidence through lesson observations and discussions with staff and leaders. The setting's documents and children's progress and attainment information were also reviewed.

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

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

When Will This Early Childhood Setting Be Inspected Again?

As inspectors judged the overall performance of the setting to be weak, there will be a Follow-Through inspection within 6 months of the publication of this report. Regular inspections will continue until all performance aspects are at least satisfactory.

Overall Full-Inspection Judgement History

Cycle 1 Inspection	N/A	N/A
Cycle 2 Inspection	N/A	N/A
Cycle 3 Inspection	September 2023	Satisfactory
Cycle 4 Inspection	November 2025	Weak

Childhood Setting Information

General Information		
	Setting name	Bloom Learning Centre
	Address	#11 Seven Mile Shops, West Bay Road, Grand Cayman, Cayman Islands
	Telephone number	1 (345) 746-4444
	Website	https://www.bloom.ky
	Name of principal/manager	Ms. Michelle Mehta
	Name of owner	Ms. Michelle Mehta
	Date of this inspection	June 17 – 18, 2026
	Date of last inspection	November 24 – 25, 2025
Children		
	Number of children on roll	33
	Age range of the children	6 weeks to 5 years old
	Groups	Infant Programme: 6 weeks to 12 months; Toddler Programme: 13 to 24 months; PreK1 – 25 to 36 months; PreK2 – 3 to 5 years old
	Number of Caymanian children	12
	Number of children with additional learning support needs	3
	Largest nationality group of children	Non-Caymanians
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	11
	Teacher-child ratio	1:4

Recommendations

Recommendation 1
Take urgent steps to improve health and safety practices and procedures to embed a culture of safety across the setting.
The centre had made satisfactory progress in addressing this recommendation. Leaders had implemented a range of measures to strengthen health and safety practices, improve staff awareness and increase monitoring of compliance with regulatory requirements and centre expectations. Staff had participated in health and safety training, with key messages reinforced through refresher sessions at regular staff meetings. Systems were in place to remind staff of mandatory training requirements and renewal dates. These actions had improved staff's understanding of health and safety responsibilities and expectations. Most regulatory inspections had been completed satisfactorily and leaders had addressed identified areas for improvement. Regular environmental checks were undertaken to monitor the safety and suitability of the learning environment. During the inspection, staff demonstrated awareness of expected procedures and appropriate health and safety signage was displayed throughout the centre. Leaders also reported taking formal action where staff failed to follow established procedures, demonstrating increased accountability and oversight. Despite these improvements, inconsistencies remained in the implementation of some safety procedures. While systems and expectations were established, they were not always applied consistently. These issues highlighted the need for greater consistency among all staff, including leaders. Further improvements were required in documentation and follow-up processes. Leaders needed to ensure that recommendations from external agencies were recorded and monitored. Leaders needed to do further work on removing barriers affecting compliance, including ensuring sufficient time and staffing arrangements to support newer expectations such as sanitisation procedures. Existing systems should be reviewed to ensure they remain practical, sustainable and consistently implemented. In addition, a more structured approach to teaching children about personal safety was needed to ensure the content, frequency and regularity of instruction met all requirements. Overall, leaders had strengthened training, monitoring and accountability systems. However, further work was needed to improve consistency, strengthen follow-up processes and implement a comprehensive child safety programme to fully embed a strong culture of safety across the centre.

Recommendation 2

Review the curriculum offering to ensure children develop phonological awareness, early numeracy and scientific understanding.

The centre had made weak progress in addressing this recommendation.

Leaders and staff had not yet taken sufficient action to review the curriculum content, planning processes and teaching practices to adequately address children's phonological awareness, early numeracy and scientific understanding. Consequently, the curriculum did not provide a balanced range of learning experiences that effectively supported and built on children's development across these key domains. Further work, therefore, was required to undertake a comprehensive review of the curriculum and to implement intentional planning and teaching strategies that ensured children were regularly engaged in experiences that promoted understanding in these areas. In addition, greater consideration should be given to the scheduling of these daily activities to maximise learning opportunities in these important curriculum areas.

Whilst some work had been undertaken, such as the creation of a long-term curriculum plan for the centre, it was not being followed systematically nor had it been sufficiently developed to ensure that children were consistently experiencing learning across all domains. Moreover, there was a clear need for a curriculum plan to ensure progression in learning for each age and stage at the centre and to fully incorporate differentiation to meet the needs of all children. In the Rainforest class, nursery rhymes, songs and activities encouraged active listening and were consistently incorporated throughout the day. As a result, almost all children in this class remained purposefully engaged and demonstrated positive participation in learning experiences. However, in the remaining classes, there was insufficient evidence that children were being adequately supported to develop early phonological awareness skills, including recognising and discriminating sounds, identifying rhyming patterns, exploring alliteration and developing attentive listening skills that form the foundation for literacy development. Maintaining children's engagement and active participation during circle time presented a challenge in a majority of classrooms.

Similarly, opportunities for children to explore and develop early mathematical and scientific concepts were minimal. Whilst there were some learning experiences that encouraged counting and sorting, these were very limited in scope and rarely built on previous learning. Additionally, opportunities for the effective promotion of mathematical and scientific inquiry including measuring, comparing quantities, investigating, problem-solving and exploring the world were not a regular feature of the curriculum. As a result, children were not consistently supported to develop the necessary inquiry skills and curiosity that underpin early mathematical and scientific understanding.

Recommendation 3

Ensure a rigorous system of performance management to ensure consistently high-quality teaching, promote targeted professional growth and ensure a safe learning environment.

The centre had made weak progress in addressing this recommendation.

Since the previous inspection, leaders had taken initial steps to strengthen staff performance management and professional development systems. Leaders had revised the staff evaluation rubric to simplify the process and improve usability and staff completed self assessments. However, performance evaluations had not been completed consistently during the academic year, attributed to the centre not having a lead teacher.

Leaders outlined plans to introduce a more structured performance review cycle in the new academic year, including quarterly reviews, lesson plan scrutiny, formal classroom observations, written feedback and regular one-to-one meetings focused on performance and professional growth. Weekly lesson plan reviews were also planned to support consistent curriculum implementation, with responsibility already assigned to the recently hired lead teacher.

Despite these intentions, a comprehensive and standardised observation system had not yet been established. Leaders were considering the development of a new observation rubric and the introduction of informal classroom walkthroughs to strengthen monitoring of teaching quality. While these measures had the potential to improve accountability and practice, they remained largely at the planning stage and had not yet been implemented or evaluated.

Professional development opportunities were currently being provided through centre-wide initiatives and individual support. Staff were encouraged to identify training needs during Knowledge Review sessions and one-to-one discussions, with leaders providing access to relevant resources and learning opportunities. The centre also offered four professional development days annually focused on identified priorities. Recent training included health and safety training and sessions held by the Early Intervention Programme. While this demonstrated a commitment to staff development, professional learning was not yet fully linked to a rigorous performance management framework with clear targets and measurable outcomes.

Although leaders had identified appropriate actions, key elements remained underdeveloped or unimplemented.

Summary of Parent and Staff Survey Results

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

Parents	27	Staff	10
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Parents

Almost all parents expressed positive views regarding the quality of the education and care provided at the centre. All parents agreed that their child learned through a wide range of age-appropriate activities. All parents agreed that their children were safe, happy and making good progress in their learning and development. Moreover, parents reported that staff communicated effectively with their children and that the children developed positive relationships with both adults and their peers. All parents expressed confidence in the centre's leadership, safeguarding procedures and promotion of children's emotional well-being and social development. Almost all parents agreed that their children were developing an age-appropriate understanding and appreciation of culture, religion and the environment, that staff valued parental views and that communication between home and school was effective. In the written comments, parents described the centre as caring, nurturing, welcoming and supportive, with several parents highlighting the positive impact the provision had on their children's development and well-being. Staff were praised for their warmth, professionalism and commitment to both the children and their families and parents expressed a high level of trust in the care provided. A few parents identified areas for further development, such as the need for more formal progress updates, which include clear next steps for learning and strategies to support their children's development at home and more consistency in communication and practice, including better supervision across all staff. Respondents expressed high levels of satisfaction, with almost all parents noting the strong relationships within the centre and the children's positive outcomes.

Staff

Most staff responded that the behaviour of almost all children was positive and children had the ability to manage their own feelings and behaviours in age-appropriate ways. Most staff agreed that almost all children made good progress in their learning and development across all domains and achieved age-appropriate developmental benchmarks and children had an age-appropriate understanding and appreciation of culture, religion and the environment. Most staff reported that there were good assessment systems. Most agreed that the setting effectively supported their continuing professional development and that the Advisory Body or management was sufficiently knowledgeable and active in supporting the setting. Almost all staff felt that the setting promoted a positive learning environment, provided good support for children with additional learning support needs and special educational needs and had effective transition arrangements. Almost all believed that leaders were effective, staff morale was high, parental involvement was effective, community connections enhanced children's learning and the setting had good quality resources and facilities. All staff agreed that children were independent learners who made purposeful decisions about their learning and that the environment was safe and caring. All agreed that children were supported to develop healthy lifestyles and keep themselves safe, that they were knowledgeable about child protection procedures and that adults and children enjoyed positive relationships. All staff said that they were involved in self-evaluation and improvement planning and that communication between staff and parents was regular and reliable. Only a majority of staff felt that the setting had adequate, appropriately qualified and suitably skilled teachers and staff. Most staff agreed that the setting provided a good quality of education overall.

Further Information

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

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

About the Office of Education Standards

Who Are We and What Do We Do?

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

How to Contact Us

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

Where to Read our Reports

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

Information About the Inspection Team

Role	Name	Affiliation
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Office of Education Standards

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