



EARLY CHILDHOOD CARE AND  
EDUCATION INSPECTION REPORT

**TREASURE GARDEN PRESCHOOL**

OFFICE OF EDUCATION STANDARDS  
OCTOBER 2020

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## Inspections of schools, colleges and early years centres in the Cayman Islands

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed 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 school 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' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school 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 schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school 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 schools to see inspection as a **transparent** process.

## Evaluations

The inspection framework is organised around judgements using a four-point scale.

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in the Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	<b>Definition</b>	<b>Numerical</b>
<b>All</b>	The whole – as used when referring to quantity, extent, or duration.	100%
<b>Almost all</b>	90% and more	90% to 99%
<b>Most</b>	Three quarters or more but less than 90%	75% to 89%
<b>Majority</b>	Half or more but less than three quarters	50% to 74%
<b>Minority</b>	15% or more but less than half	15% to 49%
<b>Few</b>	Up to 15%	0% to 14%

## Information about the centre

<b>Name of ECCE centre</b>	Treasure Garden Preschool
<b>Address</b>	19 Pond Road, George Town, Grand Cayman
<b>Telephone</b>	345-943-6230
<b>E-mail address</b>	treasuregardenpreschool@hotmail.com
<b>ECCE centre website</b>	www.treasuregardenpreschool.com
<b>Name of manager</b>	Miss Tency Gowie
<b>Name of owner</b> (If different from manager)	Mrs. Jennifer Copeland-Brown
<b>Centre's hours of operation</b>	7:30 am to 5:30 pm
<b>Number of children on roll</b>	12
<b>Number of teaching staff</b>	4
<b>Number of support staff</b>	2
<b>Date of last inspection</b>	Not Applicable

## Age range of children

<b>Age Range</b>	<b>Number of boys</b>	<b>Number of girls</b>	<b>Total</b>
<b>18 – 36 months</b>	5	3	8
<b>12 -18 months</b>	4	0	4
<b>Total</b>	9	3	<b>12</b>

## The context of the centre

Treasure Garden Preschool began operation in October 2014. The preschool is owned and co-managed by Mrs. Jennifer Copeland-Brown. Mrs. Copeland-Brown also carries out duties as an Assistant Teacher. Miss Tency Gowie is a director of the preschool with responsibility for the daily operations. There is a trained lead teacher on staff with a bachelor's degree in early childhood education.

The preschool's hours of operation are 7:30am to 5:30 pm from Monday to Friday. There are currently 12 children on roll. The preschool's enrolment has fallen due to Covid-19 as some parents either lost their jobs or were repatriated.

There are three classes which are organised as follows:

Caterpillar: 18 months to 24 months;

Dragonfly: 24 months to 36 months;

Bumblebee: 36 months to 48 months.

The preschool aims to provide a planned learning environment and a wide range of learning opportunities to enhance children's learning in the early learning goals. Additionally, the preschool prides itself on promoting children's awareness of healthy lifestyles through a focus on physical exercise, good hygiene practices and nutrition. This is the preschool's first inspection since it began operation in October 2014.

## Key strengths

Inspectors identified the following key strengths in the school:

- The preschool's positive and inclusive ethos which ensured that children were happy and well-adjusted in their learning environment;
- Children's achievement in aspects of exploration, respect and well-being was judged as good and excellent;
- Healthy living was systemically promoted in all aspects of the preschool's programme. As a consequence, all children were developing age-appropriate awareness of healthy lifestyles;
- There was a wide range of high quality resources which successfully supported choice and independence in the children's learning.

## Recommendations

Inspectors identified the following areas requiring improvement:

- Ensure that teachers actively promote the development of children's problem-solving and critical thinking skills and plan activities that meet the learning needs of all children;
- Improve assessment practices across the centre to ensure that assessment information is meaningfully organised and is used effectively to inform the children's next steps in learning;
- Review aspects of curriculum planning to ensure an appropriate balance of all the early learning goals and promote continuity and progression in children's learning.



## Overall Evaluation - Satisfactory

Overall, the performance of the preschool was satisfactory. There were a number of good and excellent judgements particularly with regard to children's achievement in aspects of the early learning goals and the preschool's emphasis on the promotion of healthy lifestyles. However, all children did not always make the progress they were capable of because teachers did not always plan learning experiences to meet the varying needs of all children.

The preschool received excellent judgements for:

- Children's achievement and progress in aspects of exploration, respect and well-being.

The preschool received good judgements for:

- Children's achievement and progress in aspects of exploration, respect, communication and well-being;
- Health and safety;
- Links with parents and the community.

The preschool received satisfactory judgements for:

- Children's achievement and progress in aspects of exploration, respect, communication and well-being;
- Teaching;
- Learning;
- Curriculum;
- Support and guidance;
- Leadership;
- Self-evaluation and improvement planning;
- Staffing and the learning environment.

The preschool received a weak judgement for:

- Assessment.

## Achievement

EXPLORATION	Evaluation
<b>Movement:</b> Children develop their fine and gross motor skills through independent and guided opportunities.	<b>Excellent</b>
<b>Sensory:</b> Children will use their senses in active exploration to understand their world.	<b>Excellent</b>
<b>Scientific:</b> Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	<b>Satisfactory</b>
<b>Mathematical:</b> Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities.	<b>Satisfactory</b>
<b>Technological:</b> Children experiment with tools, materials and equipment through independent and guided opportunities.	<b>Excellent</b>

Children's skills in movement were excellent. Children were engaged in a range of planned activities that facilitated the development of their fine and gross motor skills. The daily experiences provided children with ease of access to a wide variety of learning resources which supported fine motor skill development. The children ably used media such as paint brushes, crayons, glue, chalk, spray bottles and shape cut outs to complete simple tasks which were related to thematic concepts that were learned. During outdoor activities, almost all children showed precision and skill as they maneuvered large wheeled toys such as toy cars and tricycles on the deck. They were often observed climbing ladders and swinging on bars with the expected grip and co-ordination. All children in all three groups had frequent supervised opportunities for creating sand molds, scooping and filling containers and buckets of various sizes and shapes. During the music and movement activity, all children energetically danced and clapped to the rhythm of the music.

Children's sensory perception was excellent. The staff were deliberate in catering to the sensory experiences of the children. This was evident in the programme provided for children's guided learning and play episodes. Areas were designed with resources that allowed children to use their senses to shape their learning. In the Caterpillar class, for example, the children used their

senses to identify the colour of the ducks in a model duck pond; they touched the water to relate their understanding of 'wet' and then made the quacking sound of the ducks. An outdoor area designed for an authentic picnic experience excited children in the Dragonfly class. Most expressed their thoughts about the taste, shapes and colours of the fruits they tasted and expressed delight with the action songs that were played in the background. Children in the Bumblebee group were active explorers on an imaginary jungle expedition. Most manipulated binoculars and identified animals by their names, characteristics and unique sounds. In devotion, children were observed clapping and playing musical instruments such as xylophones, drums and maracas during the singing of religious songs and during transition for story or circle time.

Children's scientific understanding was satisfactory. Children were provided with opportunities to investigate concepts that allowed them to make connection to their natural world. Themes such as jungle animals were used to enhance the investigative and observation skills of the children. For example in a Bumblebee lesson, the children investigated the concept of sinking and floating as they placed different objects in the water and sought to determine which was heavy or light. In the Dragonfly class, children excitedly created ripples in the water and observed the bubbles which were formed. Children in the Caterpillar class were able to tell that the "hot" sensation on the glass panel of the window was caused from the sunlight. Activities such as the 'ice ball treasure hunt' promoted children's understanding of melting and freezing. There was scope for more purposeful planning to strengthen children's skills in thinking critically and to interpret and make simple representations of scientific concepts.

Children's mathematical understanding was satisfactory. Children were developing the ability to use numbers and communicate their understanding. Most were able to rote count to 5 and 10; with a few able to count up to 20. The older children's developing number sense was evident as they identified sets and associated numbers with objects or pictures that were displayed. In the Dragonfly class, for example, the children counted the members in their family portraits. Children's increasing knowledge of numbers was sometimes supported through acts of integration; although this was not always well executed. The youngest children required more concrete opportunities to develop their understanding of how, for example, one object is matched to numeral one. In the Bumblebee class, the majority of the children were able to make simple predictions about which number would come next in a simple story series that conveyed example of one less. The majority of the children in the caterpillar class could identify simple two dimensional shapes. All children showed development in spatial understanding as they examined puzzle pieces and independently fitted them together; even self-correcting when required. To ensure further development in numeracy skills, the programme required some review to include more regular planned opportunities across the setting to promote children's mathematical understanding of measures and classification.

Children's technological understanding was excellent. Children were able to manipulate various tools and equipment from the range that was available for their active exploration and creative expression. Most manipulated tools and equipment such as I-Pad, scissors, binoculars and paintbrushes with age-appropriate precision. In the Dragonfly class, children skillfully and confidently used carpentry tools such as drills, screwdrivers and hammer to effect repairs to the model house and desks within their reach. Members of the Caterpillar group used glue, paint, paper and paper cut-outs to create model pigs and then painted the mud to communicate

realistic depictions. Children were provided with experiences that enabled them to investigate their world and enrich their learning. In the Bumblebee class, children became avid jungle explorers with the use of binoculars and magnifiers while on their hunting journeys. Children in all three classes, during guided and independent activities, created different themed activities using resources and equipment that were accessible.

RESPECT	Evaluation
<b>Self:</b> Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	<b>Excellent</b>
<b>Others:</b> Children understand how their role and the roles of others impact the community.	<b>Good</b>
<b>Environment:</b> Children will act responsibly in preservation of their natural world.	<b>Satisfactory</b>
<b>Culture:</b> Children gain an awareness of and appreciation for their own culture and cultures around the world.	<b>Satisfactory</b>
<b>Religion:</b> Children have an awareness of and respect for their own and other religions.	<b>Good</b>

The children’s awareness of self and understanding of their rights and responsibilities was excellent. It was observed that children were confident, expressive, and curious. Most demonstrated strong decision making skills in different contexts and clearly communicated their preferences in food choices and the selection of toys. Most demonstrated independence in self-care tasks such as washing hands and feeding themselves. Almost all were able to distinguish their belongings from those of the other children and identified themselves as part of a family in the family portraits which were on display. Almost all were aware of how their actions impacted others and their world. Most responded appropriately to instructions and exhibited appropriate behaviour as they willingly packed toys and resources away during tidy time. Outdoor play episodes were incident free as children demonstrated an understanding of limits and boundaries under the careful supervision of their caregivers.

Children’s understanding of how their roles and the roles of others impact their community was good. Most children were displaying attitudes of care, respect and empathy for people in their environment. They interacted well with their peers. For example, they greeted each other warmly on arrival and often assisted each other with simple tasks such as handling a water bottle or retrieving a fallen object. Their appreciation for the work of essential workers in the community was shaped through special visits by the local police, nurse and pilot who engaged them in occupational conversations. Trips to local places such as the hospital, Dolphin Bay and Turtle Park served to widen their knowledge of relationships with people in their immediate community. Most willingly took turns, shared and used age-appropriate conflict resolution skills to resolve minor differences.

The children’s understanding of the environment was satisfactory. On the first day of the inspection, children’s acts of care for the environment were evident as they collected dried leaves and placed them in the compost box. Children were also exposed to books and videos

that shared useful information about animals and their habitats. Grow boxes and a variety of trees in the outdoor play area promoted the children's recognition of plants and promoted their appreciation for their natural environment. The rabbits and fish on the premises provided children with opportunities to demonstrate an appreciation for living things. Although there was a recycling bin and compost box on site children were not encouraged especially after mealtimes to engage in these practices to show sufficient care for the preservation of the environment.

The children's cultural awareness was satisfactory. The strategically placed mural of the Cayman Islands and its symbols served as a fixture to support the children's cultural awareness. A majority of the children demonstrated sufficient knowledge of Caymanian symbols and were able to identify the coat of arms, the Silver Thatch palm and iguana. Although the children were not able to sing the national song, most maintained the appropriate stance as the staff sang along whilst the national song was played over speakers. Planned activities such as culture day celebrations were included in the school's programme to strengthen children's cultural identity. However, there was a need to expose children to other cultural experiences to further enhance their knowledge of other cultures.

The children's awareness of and respect for their own and other religions was good. The staff were purposeful in providing a rich environment that fostered the attributes of tolerance, empathy and care. Devotion and prayer were distinct features of the daily activities and all children were active participants. They sang religious songs and repeated parts of the prayer during daily devotions and said grace before meals. Annual Christmas dinners formed part of the experiences which were fashioned to instill a deeper appreciation of religious celebrations. Gift sharing during this celebration reinforced attitudes of kindness and care for others. There was scope for further planned opportunities to shape the children's awareness and appreciation for other religious practices.

COMMUNICATION	Evaluation
<b>Verbal and Symbolic:</b> Children interpret information received and effectively express themselves in a variety of ways.	<b>Good</b>
<b>Listening:</b> Children develop the inclination and ability to listen attentively and respond appropriately.	<b>Good</b>
<b>Creative Expressions:</b> Children experience and develop an appreciation for various forms of art from a variety of cultures.	<b>Good</b>
<b>Literacy:</b> Children demonstrate an understanding that symbols are used to represent ideas.	<b>Good</b>

Children's verbal and symbolic communication was good. Almost all children were confident communicators in both indoor and outdoor settings. Teachers effectively utilised a range of opportunities to promote children's language development. For example, snack and lunch times were social occasions and teachers actively engaged the children in regular conversations. Additionally, children sometimes spontaneously initiated conversations. For example, during lunch on the second day, a child commented that it was raining but there was no thunder. Another child chimed that it had stopped raining, and another suggested that it was a good time to make mud pies. Most children were developing a rich and broad vocabulary. However, there was scope in some instances for teachers to use more open ended questions to support children to expand their answers. A wide range of sensory and tactile experiences for children supported early mark making. Across the setting, children used play dough to make letters, laced lacing boards and used chunky chalk to make circles in the outdoor play area which supported their emergent writing development.

Children's listening skills were good. Almost all children, including the youngest, listened with great engagement during circle time activities and most responded appropriately to questions. Even the youngest children demonstrated behaviours that indicated active listening. For example, at key points in a story or song, children would join in the refrain. Others were able to answer simple questions about a story. Most teachers structured a variety of learning experiences for children that promoted listening. These included stories, songs, music, nursery rhymes, and games. In a whole group movement and music activity, children listened to a song and demonstrated a variety of movements based on the instructions communicated. At key points in the song, the command 'Stop!' was given. Almost all children successfully participated in this activity. Similarly, in Dragonfly class, children enjoyed singing and marching to the song 'The ants go marching one by one'. Most children successfully completed the actions and stopped at key points in the song to perform required actions. Across the setting, in various learning experiences, most children followed teachers' instruction, but a few did not.

Children's creative expression was good. Teachers effectively used the indoor and outdoor learning environments to create stimulating opportunities for children to demonstrate their creative and imaginative skills. All children participated in a range of open-ended exploratory experiences that effectively promoted opportunities for socio-dramatic play. For example, the older children participated in a 'jungle safari' where they hunted for animals using binoculars. A group of younger children participated in a real life picnic outdoors complete with blanket and a variety of foods and activities. Others went on a treasure hunt to find hidden ice blocks. These successfully promoted children's exploration of sight, taste, smell and texture. In addition, teachers ably used a wide variety of learning resources to promote children's curiosity and imagination. All children experimented with music and dance. During devotions they played a range of instruments such as tambourine, drum, xylophone, maracas. Most were beginning to make rhythmic beats and all showed high levels of enjoyment in these activities. However, there was scope to reflect children's unique attributes and interests in other creative opportunities such as art and craft. Inspectors observed that all the art and craft work that the children completed over the course of the inspection was limited in scope and in the breadth of skill development that was promoted.

Children’s appreciation of literacy was good. All children had frequent opportunities to participate in shared stories in small groups. Most children showed high levels of enjoyment and engagement in reading activities, particularly, when the teacher used a dramatic voice or provided them with opportunities for role play. Children in the Dragonfly class were active participants in a shared reading activity as they played the roles of the wolf and the chicken. In Caterpillar class, children were learning to make real life connections about farm animals in stories that teachers shared. Most could mimic the sounds of farm animals. Additionally, most children were developing phonological awareness and were beginning to understand the link between letter sounds and letters. Most could identify their name in print. Teachers promoted children’s understanding of time sequence words such as “now” and ‘next’ by allowing children to identify the activities they had just completed and what they would do next on pictorial displays of the daily routine. Almost all children demonstrated good book-handling skills and held books the right side up. There were missed opportunities during shared reading activities to have children regularly touch pictures in books or feel textures in sensory books to enhance their reading experience. Additionally, there was scope to provide more regular opportunities for children to independently interact with books throughout the day.

<b>WELL-BEING</b>	<b>Evaluation</b>
<b>Health:</b> Children make safe and healthy decisions as they discover and learn about their bodies.	<b>Excellent</b>
<b>Emotional:</b> Children identify and express their own feelings.	<b>Good</b>
<b>Social:</b> Children will develop the skill to interact with others in a variety of contexts.	<b>Good</b>
<b>Reflection:</b> Children will reflect on their experiences.	<b>Satisfactory</b>

Children’s ability to make safe and healthy choices was judged excellent. Almost all children demonstrated a growing independence across all areas of the setting. A number of very positive practices were embedded in the preschool’s programme which effectively promoted children’s growing independence. For example, on arrival at the centre, children hung their bags on pegs with their name tags. Additionally, all children fed themselves independently at snack and lunch times. Children were also effectively supported to manage their personal care and hygiene needs as all washed hands independently under the teacher’s guidance. Most children were able to communicate their bodily needs. At snack and lunch times all children enjoyed a variety of fruits and vegetables. Opportunities for children to participate in physical exercise including outdoor play, music and movement were key features of the preschool’s programme. Almost all children were learning to safely navigate while playing in the small outdoor space.



Children's emotional development was good because most teachers managed the learning environment well and established clear behavioural expectations. As a consequence, most children demonstrated positive dispositions for learning such as concentrating on tasks and persisting at challenges. However, not all teachers had sufficiently high expectations of what children could do. Consequently, in some instances, the planned activities did not sufficiently challenge the more able children. During outdoor play, most children demonstrated their developing ability to regulate their behaviour by taking turns and showing empathy and care for others. Even the youngest children demonstrated care for others. During an outdoor activity, one of the children in Caterpillar class drank water from his water bottle, and replaced it in the basket. He then took another child's water bottle to her so she could also have a drink. Most children were receptive to guidance and followed teacher's instructions. Teachers ably supported children to express their feelings. Children were beginning to recognise and name emotions. For example, in Dragonfly class a child asked the teacher why another child was sad and then puckered his mouth to imitate the sad look on the other child's face. There was scope to establish a calming area to support children with social or behavioural needs to regulate their emotions.

The children's social skills were good. Most of the children in the preschool demonstrated social skills and resilience that were above age-related expectations. Across the preschool, most children showed high levels of engagement and demonstrated sustained concentration when engaged in activities that reflected their interests and or provided some challenge. Most children played co-operatively. For example, during a sandcastle ice block hunt, children worked collaboratively in pairs and groups and celebrated their friends' achievements when they discovered the hidden ice blocks. Furthermore, children's personal and social skills were well developed and reinforced regularly during snack and lunch times as well as during toileting activities and outdoor play. Children were encouraged to display good manners and say 'please' and 'thank you' and all were learning to take turns. They observed social rules such as not eating until everyone was ready. During outdoor play, teachers structured opportunities for children to apply codes of behaviour in authentic ways. For example, the children who were riding tricycles stopped at the crosswalk painted on the paved area and allowed the younger children to cross. Some children observed the traffic signs 'go' and 'stop' that were posted.

Children's ability to reflect on their experiences was satisfactory. Certain teachers provided opportunities for children to acknowledge their actions and to adjust their behaviour. For example, in Caterpillar class, a child snatched a magnifying glass from her peer and the teacher was gentle but firm in supporting her to understand why that behaviour was unacceptable. Another teacher used empathy to support another child to express regret for accidentally hitting another. However, arrangements to support children to reflect on other aspects of their learning were underdeveloped. In a majority of lessons, children were not provided with adequate opportunities to reflect on their centre and outdoor play activities to reinforce their learning.

## Teaching, learning and assessment

<b>Ensuring effective teaching to support children's learning</b>	<b>Evaluation</b>
Teaching	<b>Satisfactory</b>
Learning	<b>Satisfactory</b>
Assessment	<b>Weak</b>

Teaching was satisfactory. Teachers demonstrated sufficient knowledge of the thematic concepts and shared information with the children using simple language to facilitate their understanding. Lessons were planned to stimulate and promote children's learning. However not all lessons were well sequenced and timed to add to the learning outcomes of children. In a minority of lessons insufficient time for exploration resulted in abrupt endings to activities and transitions were not always smooth. The majority of the lessons incorporated the use of teaching strategies that promoted age-appropriate language development such as introductory songs and jingles that captured children's interests. Most teachers used continuous questioning to check the children's levels of understanding. There was scope, however, for teachers to use questioning more effectively to promote children's ability to think critically and make predictions.

Learning was satisfactory. Almost all children displayed positive learning dispositions. They engaged in self-directed activities during free play and demonstrated curiosity as they interacted in their learning environment. Children in the Dragonfly class selected resources independently and engaged in play that developed their fine and gross motor skills. Children in the Bumblebee class were observed in the science area manipulating various objects such as toy animals and balance beams. The majority of the children displayed confidence and worked to complete tasks independently as well as with the supervision of their teachers. The majority of the children were able to produce work that reflected their understanding of the topics being taught. For example, in the Bumblebee class, children excitedly used realistic colours and other media to create their replica of a snake. In the Caterpillar class, children shared known facts about pigs using simple descriptive words. There was scope, however, for staff to provide tasks which offered greater challenge for more able children.

Assessment was weak. Although the teachers knew the children well and parents were updated regularly on their children's progress, assessment information was not meaningfully organised across the school. Practices varied from class to class and lacked overall co-ordination. The preschool used a range of assessment documents including developmental checklists, anecdotal records, reports, pictures and videos to monitor children's progress. However, these were not well organised to provide a coherent picture of the skills, knowledge and understanding that children were developing over time. The systems for assessment required review and teachers needed to use assessment information to set appropriate targets and to plan next steps in the children's learning.

## Curriculum

<b>Offering a curriculum that meets the educational needs of all children</b>	<b>Evaluation</b>
Curriculum	<b>Satisfactory</b>

The curriculum was satisfactory. Lesson plans included aspects of all four early learning goals from the Cayman Islands Early Years Curriculum, but there was some imbalance in emphasis. Past trips to places of interest in the local community, such as visits to the airport, Turtle Farm and Dolphin Cove broadened and enriched the children's learning experience. Although Covid-19 restrictions prevented children from interacting with the pets in the setting at this time, there was evidence that the children's growing awareness of living things was supported by the inclusion of rabbits and fish on the premises. Additionally, in the past, regular visits to the centre by a police officer, a doctor and a nurse as well as parents had provided opportunities for children to learn about the roles of others in the community. There were also opportunities to promote children's environmental awareness through the use of compost and recycling bins. However, the use of these was not always reflected in practice over the course of the inspection.

Children's interests were reflected in the planned learning experiences across the setting. However, planning did not always take into account the children's strengths, or their individual learning needs. Across the groups, children completed the same activity for the most part regardless of their ability. Staff needed to ensure that children's planned experiences provided sufficient depth and challenge and were personalised to reflect children's varying abilities. Aspects of curriculum planning required review as teachers planned daily activities from a global document with just a list of monthly themes. The curriculum was thematic and activity based but there was not enough focus on sequencing learning to promote continuity and progression in children's learning.

## Safety and support

<b>Keeping our children safe and always supported</b>	<b>Evaluation</b>
Health and safety	<b>Good</b>
Support and guidance	<b>Satisfactory</b>

Health and safety arrangements were judged to be good. High standards of care and hygiene were evident throughout the preschool. The preschool's management had protocols in place to protect children and staff. Covid-19 guidelines were well documented. All regulatory requirements related to environmental health and fire safety were met. The premises were secure and wheel chair accessible. Staff were trained in child safeguarding and child protection arrangements were robust and understood by all staff. However, arrangements for field trips required review to include appropriate risk assessment to ensure the safety of children when in other environments used by the school. Healthy living was systematically promoted in almost all aspects of the preschool's programme. As a consequence, all children were developing age-appropriate awareness of healthy lifestyles. All children engaged in frequent handwashing and had regular opportunities for physical exercise. Children also enjoyed a range of healthy snack and lunch options daily. These included a wide variety of fruits and vegetables and appropriate servings of protein and carbohydrates. All children had water with their meals and had frequent water breaks during outdoor play.

Support and guidance was satisfactory. Relationships between staff and children were positive evidenced by the ease and comfort in interactions. Staffs often engaged children in conversations and were quite receptive to their questions. There were systems in place for tracking children's attendance and behaviour. However, the systems in place for tracking children's progress were not sufficiently developed to check how all children were functioning in comparison to the established early learning goals. While there were no children at the preschool with diagnosed special education needs, children with suspected developmental challenges were being observed with the intention to seek external support, as necessary.

## Leadership and management

<b>Leading and managing the centre and developing links with the community</b>	<b>Evaluation</b>
Leadership	<b>Satisfactory</b>
Self-evaluation and improvement planning	<b>Satisfactory</b>
Links with parents and the community	<b>Good</b>
Staff and the learning environment	<b>Satisfactory</b>

Leadership was satisfactory. School leaders had devolved responsibilities to other staff and there was a clear commitment to teamwork from all staff. Performance management arrangements were in place and were sometimes used to inform professional development opportunities. School leaders were visible, accessible and fully involved in the work of the preschool. However, school leaders needed to have a more rigorous focus on raising standards in all of the early learning goals.

Arrangements for self-evaluation and improvement planning were satisfactory. There were established systems in place for monitoring the work of the preschool. The lead teacher reviewed teachers' lesson plans and organised weekly planning meetings. Throughout the year, the preschool directors convened regular staff meetings to review key aspects of the programme to promote improved learning experiences for the children. For example, assessment was identified as an area requiring improvement. The directors had also recently completed a school self-evaluation. This was not, however, fully aligned to the "Successful Schools and Achieving Students" framework. As a consequence, self-evaluation processes required review to ensure greater accuracy and breadth.

Links with parents and the community were good. Parents were highly appreciative of the work of the school and the supportive environment that was provided for their children. Effective communication arrangements were facilitated through the use of emails, daily oral feedback and termly progress reports. Parents participated in twice yearly parent evening sessions and consulted with teachers about their children's development and school related activities. Special visits have been made by parents to enrich the learning encounters of the children. For example, a doctor took children on a visit at a local hospital and exposed them to fracture treatment using cast. Also, a teacher conducted reading lessons and a police officer regularly engaged children in safety discussions.

Staff and the learning environment were satisfactory. Staff were appropriately qualified and there was a suitable number of staff to support children's learning as well as their general well-being. All staff were suitably deployed with clear roles and responsibilities. Most were efficient in the daily execution of their duties. The premises were well maintained and were accessible by children with additional needs. The wide range of high quality learning resources successfully

promoted choice and independence in children’s learning. The outdoor area was able to accommodate children during outdoor play activities that were incident free. There was the need for an isolation area to be established to appropriately respond to instances of illness.

## Survey results

Fifteen parents and six staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Fifteen parents completed the on-line survey in advance of the inspection. A majority of the parents had children attending the preschool for one year or more. All agreed that their children were making good progress in all aspects of early literacy. Most indicated that their children were making good progress their early mathematical and scientific understanding. All parents expressed that the preschool was effective in developing their children's personal and social skills and that their children were safe and cared for. A majority agreed that the preschool helped their children choose a healthy lifestyle. Almost all felt that the preschool was well led, but only a minority stated that the school maintained good links with the community. Almost all agreed that the school had appropriately qualified and suitably skilled staff and most felt that there were good quality resources to support their children's learning. All parents considered communication to be effective and indicated that they received regular and informative reports on their children's progress. A few parents expressed highly positive comments about the quality of the children's learning experiences and the safe and caring environment provided by the preschool staff.

Six staff completed the survey. Most of the staff had worked at the preschool for three years or more. All agreed that the children's behaviour was good and that the preschool provided a safe and caring environment. All indicated that there were good assessment systems in place to monitor children's progress. All judged the preschool to be well led and that it provided a good quality of education. All agreed that they were involved in the process of self-evaluation and improvement planning. All staff indicated that parents were actively involved in the work of the preschool and that parent-teacher meetings were well attended and helpful. All agreed that the preschool had established good links with the community. In the comments section of the survey, staff commented on the inclusive environment of the preschool and the good relationships that existed among the staff.

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### What happens next?

As Treasure Garden Preschool has been judged satisfactory overall, the preschool will be inspected in the next cycle of inspections which is due to commence in January 2021.

## Office of Education Standards | Parent Survey 2020

*How many years has your child been at this Early Years Centre?*

Response	Percentage	Count
Less than one year	27%	4
More than one year but less than three years	73%	11
More than three years	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?*

27%

Caymanian

73%

Non-Caymanian

*My child is making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing).*

Response	Percentage	Count
Strongly Agree	53%	8
Agree	47%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>



***My child is making good progress in mathematical understanding.***

Response	Percentage	Count
Strongly Agree	40%	6
Agree	47%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***My child is making good progress in their early scientific understanding.***

Response	Percentage	Count
Strongly Agree	33%	5
Agree	47%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	3
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre is effective in developing my child's personal and social skills.***

Response	Percentage	Count
Strongly Agree	67%	10
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***My child is being helped to take turns and share fairly as part of the education programme.***

Response	Percentage	Count
Strongly Agree	73%	11
Agree	27%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***My child is developing good understanding of the environment and how they can help to protect it.***

Response	Percentage	Count
Strongly Agree	33%	5
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	5
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The quality of teaching in the Early Years Centre is good.***

Response	Percentage	Count
Strongly Agree	67%	10
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***My child enjoys coming to the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	87%	13
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***My child is inspired to learn.***

Response	Percentage	Count
Strongly Agree	53%	8
Agree	47%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***My child is given a wide range of age-appropriate play opportunities each day.***

Response	Percentage	Count
Strongly Agree	60%	9
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***There are regular visits and visitors to the Early Years Centre which enhance the learning of the child.***

Response	Percentage	Count
Strongly Agree	20%	3
Agree	13%	2
Disagree	20%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	47%	7
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***My child is safe and cared for at the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	86%	12
Agree	14%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>14</b>
	<b>Skipped</b>	<b>1</b>

***The Early Years Centre helps my child choose a healthy lifestyle.***

Response	Percentage	Count
Strongly Agree	36%	5
Agree	36%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	4
	<b>Answered</b>	<b>14</b>
	<b>Skipped</b>	<b>1</b>

***My child is treated fairly at the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	69%	9
Agree	31%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>13</b>
	<b>Skipped</b>	<b>2</b>

***The Early Years Centre deals effectively with incidents of poor behaviour.***

Response	Percentage	Count
Strongly Agree	47%	7
Agree	40%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre provides good support to children with special educational needs.***

Response	Percentage	Count
Strongly Agree	20%	3
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	67%	10
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre is well led.***

Response	Percentage	Count
Strongly Agree	47%	7
Agree	53%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***I receive good information about the improvement plans developed for the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	20%	3
Agree	53%	8
Disagree	13%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***Communication between the Early Years Centre and parents is effective and timely.***

Response	Percentage	Count
Strongly Agree	27%	4
Agree	73%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre responds appropriately to parental concerns.***

Response	Percentage	Count
Strongly Agree	40%	6
Agree	60%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***I receive regular, comprehensive and accurate information about my child's achievements and progress.***

Response	Percentage	Count
Strongly Agree	27%	4
Agree	67%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***Parent meetings are helpful and they are held regularly.***

Response	Percentage	Count
Strongly Agree	20%	3
Agree	53%	8
Disagree	13%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***Parents are effectively involved in the work of the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	13%	2
Agree	47%	7
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	5
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	13%	2
Agree	27%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	60%	9
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre has appropriately qualified and suitably skilled staff.***

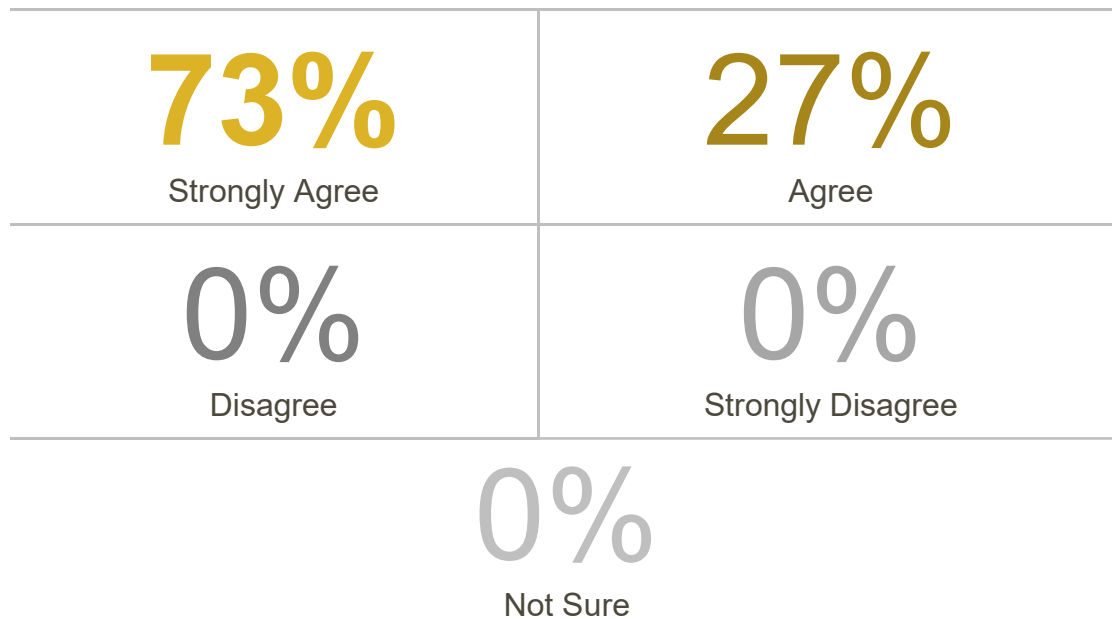
Response	Percentage	Count
Strongly Agree	47%	7
Agree	47%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>



*The Early Years Centre has good quality resources to support my child's learning.*

Response	Percentage	Count
Strongly Agree	53%	8
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	<b>Answered</b>	<b>15</b>
	<b>Skipped</b>	<b>0</b>

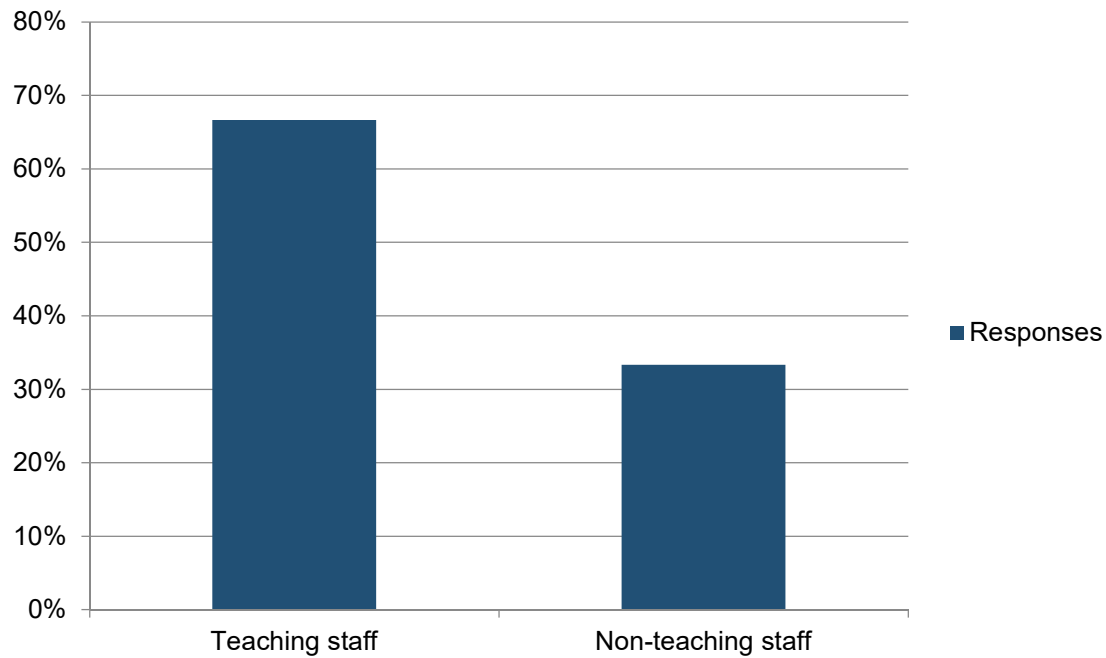
*Overall, I am satisfied with the quality of education provided at the Centre.*



Response	Count
<b>Answered</b>	<b>15</b>
<b>Skipped</b>	<b>0</b>

## Office of Education Standards | Staff Survey 2020

*What is your role in the Centre?*



*How long have you worked at this Centre?*

Response	Percentage	Count
One year or less	17%	1
More than one year but less than three years	0%	0
Three years or more	83%	5
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

**What is your nationality?**

**50%**

Caymanian

**50%**

Non-Caymanian

***The behaviour of most children in the Centre is good.***

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***Children are taught conflict resolution skills using books, drama, storytelling and other developmentally appropriate methods.***

Response	Percentage	Count
Strongly Agree	100%	6
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***There are good assessment systems in the Centre.***

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***The Centre supports a positive learning environment and provides good opportunities for children’s exploration, choice and independent learning.***

Response	Percentage	Count
Strongly Agree	67%	4
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***There is a safe and caring environment for all members of this early years community.***

Response	Percentage	Count
Strongly Agree	100%	6
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***The Centre helps children to choose a healthy life style.***

Response	Percentage	Count
Strongly Agree	67%	4
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***Where food is provided by the Centre, it is of sufficient variety, quantity and quality to meet the children's nutritional needs.***

Response	Percentage	Count
Strongly Agree	60%	3
Agree	20%	1
Disagree	0%	0
Strongly Disagree	20%	1
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>5</b>
	<b>Skipped</b>	<b>1</b>

***Children are treated fairly at this Centre.***

Response	Percentage	Count
Strongly Agree	83%	5
Agree	17%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***The Centre deals effectively with incidents of poor behaviour.***

Response	Percentage	Count
Strongly Agree	100%	6
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	
	<b>Skipped</b>	

***The Centre provides good support to students with special educational needs.***

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***I am aware of the procedures for reporting suspected cases of child abuse under the Children Law (2012).***

Response	Percentage	Count
Strongly Agree	100%	6
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre is well led.***

Response	Percentage	Count
Strongly Agree	83%	5
Agree	17%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***I am involved in the process of self-evaluation and improvement planning in the Centre.***

Response	Percentage	Count
Strongly Agree	50%	3
Agree	50%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***The Centre effectively supports my continuing professional development.***

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***Parent teacher meetings are well attended and helpful.***

Response	Percentage	Count
Strongly Agree	67%	4
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***Parents are effectively involved in the work of the Centre.***

Response	Percentage	Count
Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***The Centre enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>



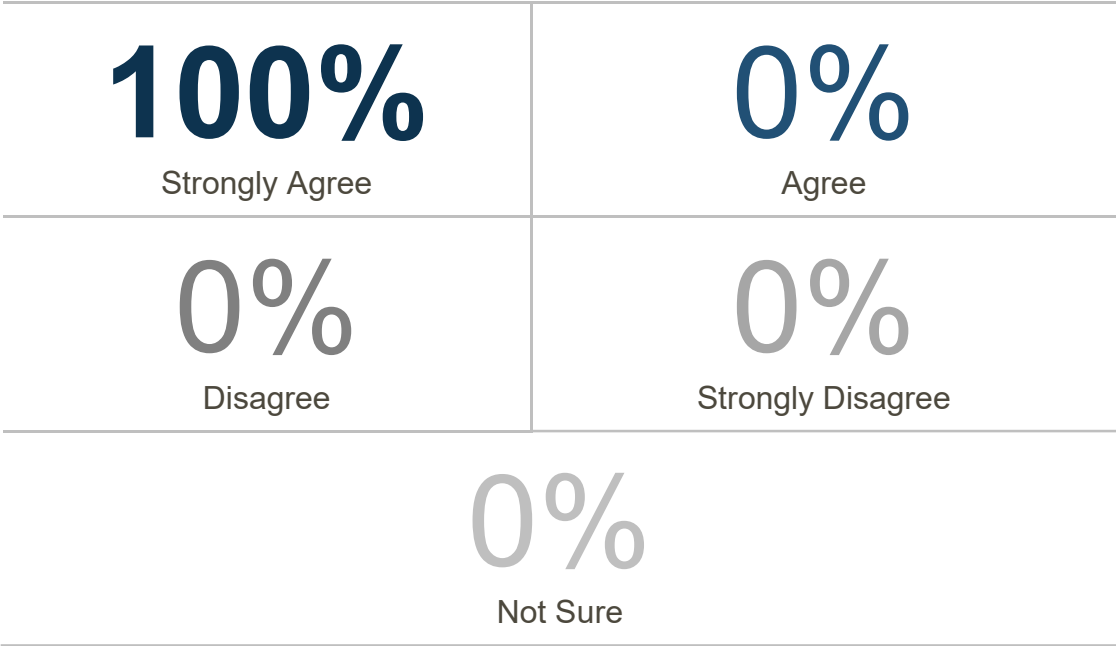
***The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	67%	4
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

***There are sufficient resources of good quality to support my work with the children.***

Response	Percentage	Count
Strongly Agree	83%	5
Agree	17%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>6</b>
	<b>Skipped</b>	<b>0</b>

Overall, this Early Years Centre provides a good quality of education.



Response	Count
Answered	6
Skipped	0

## Who are we and what do we do?

The Office of Education Standards is part of the Portfolio of 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.

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## How to contact us

You can contact us using the following e-mail address.  
**[adminOES@gov.ky](mailto:adminOES@gov.ky)**

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## Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.  
**[www.oes.gov.ky](http://www.oes.gov.ky)**

