



EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

March 2021



Just For Kids Preschool and Day Care

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INTRODUCTION

INSPECTIONS OF EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

As determined by Education Act (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, government officers and 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 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

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.



INTRODUCTION

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	 Excellent
Good - the expected level for every school in the Cayman Islands, both public and private.	 Good
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.	 Satisfactory
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.	 Weak

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

All	The whole – as used when 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 half	15% to 24%
Few	Up to 15%	0% to 14%









SCHOOL INFORMATION

General information

	Centre name	Just For Kids Preschool
	Address	138 Orange Drive, Prospect, George Town, Grand Cayman
	Telephone number	345-947-4543
	Website	None
	Name of the principal	Miss Judith Leslie
	Date of this inspection	March 24-26, 2021
	Date of the last inspection	January 2019

Students

	Number of students on roll	119
	Age range of the students	18 months to 5 years
	Grades or year groups	As above
	Number of Caymanian students	110
	Number of students with special educational needs	12
	Largest nationality group of students	Caymanian



SCHOOL INFORMATION



Number of teachers	9
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Number of teaching assistants	7
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Teacher-student ratio	1 to 7
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Teacher turnover	6%
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Main curriculum	Cayman Islands Early Years Curriculum
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External tests and assessments	None
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Accreditation	None
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School inspection overall performance history

Cycle 1 Inspection		 Satisfactory
Cycle 2 Inspection		 Satisfactory



PERFORMANCE STANDARDS




Performance Standards 1 & 2. Helping our students to achieve in **key areas of their learning;**
Promoting our students' **personal** and **social development**

Quality Indicator	Early Years Current judgement	Change in judgement since last inspection
Exploration	 Satisfactory	▶
Respect	 Satisfactory	▶
Communication	 Good	▲
Well-Being	 Satisfactory	▶



PERFORMANCE STANDARDS

Performance Standard 3. Ensuring effective **teaching** to support our students' learning

Quality Indicator	Early Years Current judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶
3.3 Assessment	 Weak	▼





PERFORMANCE STANDARDS

Performance Standard 4. Offering a **curriculum** that meets the educational needs of all of our students





Quality Indicator	Early Years Current judgement	Change in judgement since last inspection
4 Curriculum	 Satisfactory	▶

Performance Standard 5. Keeping our students **safe** and always **supported**

Quality Indicator	Early Years Current judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	▶
5.2 Support and guidance	 Satisfactory	▶

PERFORMANCE STANDARDS

Performance Standard 6. Leading and managing our school and developing our links with the **community** we serve

Quality Indicator	Early Years Current judgement	Change in judgement since last inspection
6.1 Leadership	 Satisfactory	▶
6.2 Self-evaluation and improvement planning	 Weak	▶
6.3 Links with parents and the community	 Good	▲
6.4 Staffing and the learning environment	 Satisfactory	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- Children's achievement in communication was good. Most children were confident communicators and were developing a rich and broad vocabulary.
- Children were developing a good understanding of Caymanian culture and age-appropriate awareness of Christian religion.
- The Preschool leaders had established productive partnerships with individuals and groups within the local community and these impacted positively upon the quality of children's learning experiences.

Recommendations

- Further develop assessment arrangements to ensure a systematic approach to capturing and recording children's learning and development.
- Implement more regular and robust systems for monitoring the quality of teaching and the curriculum.
- Improve self-evaluation and improvement planning processes to ensure a more accurate and comprehensive assessment of areas requiring improvement.

What has improved since the last inspection?

- Children's achievement in aspects of communication and exploration had improved. Following the last inspection, preschool leaders and staff had placed appropriate focus upon increasing opportunities for children's scientific exploration and creative expression.



OVERALL PERFORMANCE

► Satisfactory

The overall performance of Just for Kids Preschool and Day Care was satisfactory.

Children's achievement in most aspects of exploration, respect and well-being were judged as satisfactory.

Teaching and learning were judged as satisfactory as teachers promoted positive learning environments where children's participation was encouraged.

The curriculum was judged as satisfactory. The curriculum was broad and balanced and enriched with activities such as music lessons, Career Days, field trips into the community and visitors to the centre to promote children's learning.

The arrangements to ensure the health and safety of children and support and guidance were judged as satisfactory.

Leadership and staffing and the learning environment were judged as satisfactory. The preschool's spacious and well-resourced outdoor learning environment was carefully planned and organised to promote children's creativity and imagination.





Children's achievement in communication was judged as good. Most children were developing conversation skills in a variety of contexts and were confident communicators.

Links with parents and the community were judged as good. The Preschool leaders has established productive links with individuals and agencies in the wider community and this contributed positively to the learning experiences of the children.

Assessment and self-evaluation and improvement planning were judged as weak.



ACHIEVEMENT

Quality Indicator	Early Years
Exploration	 Satisfactory
Respect	 Satisfactory
Communication	 Good
Well-being	 Satisfactory

Exploration

Children’s exploration was judged as satisfactory. Teachers structured frequent opportunities for children’s guided and independent learning using a range of resources which promoted the development of their fine and gross motor skills. Outdoors, most children safely negotiated play equipment such as slides, swings, ladders and climbing frames. In activities across the setting, children’s fine motor skills and sensory development were evident as they manipulated resources such as brushes, paint, play dough, glue, scissors and toy cutlery. In 2B class, for example, children kneaded flour, cornmeal and water to make play dough. There was, however, a need for increased opportunities to promote Infants’ sensory exploration in the nursery. Most children demonstrated an awareness of safe movement as they explored their learning environment. A minority of children, however, required further support for self-regulation. Most children were developing early scientific skills evidenced in a variety of inquiry based activities. In 2B class, children were developing age-appropriate understanding of how the environment provides for them as they planted seedlings and reaped potatoes in the green house. Most children showed appropriate awareness of concepts of number, shapes and space. Most communicated simple mathematical ideas through trial and error in order to find solutions. For example, in 1A class, children explored making sets and also determined how many pellets should be removed from a group of six in order for five to remain when feeding the class fish. Almost all children in 1A class collaborated and created ‘Rock Soup’ and ‘Mud Cupcakes’. They measured the quantities of water, soil and sprinkles and shared bowls of soup using specific



ACHIEVEMENT

measurements. There was, however, scope for increased focus upon enhancing children's skills to make comparisons and to demonstrate extended thinking in mathematical and scientific explorations across the different groups. Almost all children used a range of technological resources such as tablets, construction tools, magnifiers and shape cutters during play. Additionally, almost all children in the older groups demonstrated age-appropriate spatial awareness as they manipulated and fitted puzzles of various shapes and sizes.

Respect

Respect was judged as satisfactory. Most children were developing a positive sense of self and were beginning to understand their own rights and responsibilities. Most children were demonstrating age-appropriate independence, including toileting and feeding themselves, even the youngest children were beginning to feed themselves during snack and lunch times. Older children could toilet themselves independently, open their own food containers and clean up the area around them when finished. While most children demonstrated an understanding of limits and boundaries of acceptable behaviour, a minority of children required more effective strategies to support them to take turns and share fairly. There were opportunities for children to develop responsibility in the preservation of their natural world. This was evident in a number of activities around the centre, such as caring for plants in the greenhouse and participating in recycling and reusing of materials. For example, plastic water bottles were repurposed as sensory bottles in the Nursery, and cardboard boxes were made into sorters for balls. The 1B class went on an on-site "cruise" hosted by a visiting tour director to points of interest in Grand Cayman such as Stingray City and Starfish Point. During this activity, the children discussed how to care for the ocean, and why disposing of garbage in the natural environment was harmful to sea life. Children learned about Cayman culture, with the National Symbols being displayed throughout the centre, the National Song being sung by the older children, and information about Cayman culture being inculcated throughout the activities such as the singing of local folk songs. Other cultures were celebrated as well during a two week annual theme culminating in the "Celebration of Nations" where children had the opportunity to partake in food and cultural traditions of other nations. All children participated in devotion songs, and listened to and had opportunities to retell Bible stories during devotion. There was, however, a need for exposure to other religions to encourage further appreciation for diversity.



ACHIEVEMENT



Communication

Communication was judged as good. Most of the older children were developing conversation skills in a variety of contexts and there were frequent opportunities for children to engage in meaningful conversations with staff. Throughout the day, children regularly enjoyed a variety of songs, stories and rhymes. Teachers of the older children used open-ended questions satisfactorily to support children to share their thoughts and ideas. Staff also engaged children in a range of activities to promote their language and early literacy skills. For example, younger children were demonstrating print awareness through frequent interactions with books. Across the setting, comfortable and well-resourced book nooks promoted children's love of reading. A majority of the older children read age-appropriate books with some degree of fluency. Throughout the setting, children represented their ideas through role play, music and movement. Children expressed themselves using a range of open-ended art activities using authentic materials such as shells, drift wood, rocks and vegetables. All children interacted with a range of sensory rich materials. Children participated in a variety of listening experiences such as shared stories, songs, music and nature walks. There was scope for staff to use nature walks more effectively to promote Infants' observation and listening skills. Most of the older children demonstrated active listening. For example, a group of children watched a video depicting the story of Jonah and listened with rapt attention. Most were able to recall details from the story and responded appropriately to questions. A group of toddlers demonstrated high levels of enjoyment in a circle time activity as the teacher used puppetry to engage them. There was scope to engage Infants in regular finger play and nursery rhymes to promote their emerging language development. Most children had access to a wide range of writing and drawing materials. For example, the toddlers had doodle sheets and the older children had access to mark making boards and mini white boards. There was scope, however, to extend mark making opportunities outdoors.



Well-Being

Well-Being was judged as satisfactory. Most parents provided healthy snacks such as fruits and yogurt for their children. The preschool provided fruit for children who did not bring a healthy snack from home and the drinking of water was encouraged throughout the day. Children had regular opportunities for active play outdoors. Preschool leaders should consider adjusting the sleep schedule so that the youngest children nap according to their individual needs and the older children had opportunity for a shorter naptime as they grew and developed. Most children could identify and express their own feelings, sometimes supported by an emotions chart which was evident in few classrooms. A minority of children required more effective strategies to self-regulate and manage their own emotions. Because the current level of support was not effective in some classes, there were regular disruptions during some activities. Most children worked






ACHIEVEMENT

cooperatively in pairs or small groups. Children in a majority of classes demonstrated elaborate, extended role plays depicting real life experiences and making creations together in the block centre. Children were supported to reflect on their feelings, and how their actions had affected others. Most children were resilient, and responded appropriately to challenges. There was, however, the need for children to have further opportunities to reflect on their learning experiences and to explain how things work and why things happen.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Early Years
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Weak

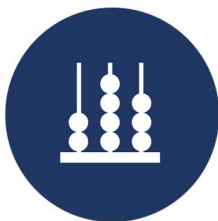


Teaching

Teaching was judged as satisfactory. Teachers provided a positive learning environment where children's participation was encouraged. There were regular opportunities for children's exploratory play both indoor and out. Furthermore, the learning environment was purposefully planned and often incorporated a range of suitable resources to stimulate and engage most children during the learning episodes. However, due to the inconsistency of planning, a minority of children with special educational needs (SEN) and additional needs were not always adequately supported for them to make appropriate progress in their learning. Nevertheless, in a majority of lessons, there was evidence of suitable integration which allowed children to participate in rich inquiry based learning experiences that allowed them to make relevant connections to their natural world. Most teachers' use of questions to promote children's descriptive language and extended thinking required improvement. However, in a few instances, teachers' skilful use of questions provided children with the opportunity to relate vivid details of their learning and experiences. For example, in a reflection session, most children in 1A and 1B classes excitedly retold events of their field trip and were prompted by their teacher to provide further details. Although teachers generally maintained orderly classrooms, in a minority of instances, behavioural expectations and the effective use of strategies were not used consistently to support all children to self-regulate.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as satisfactory. Most children had positive attitudes to learning and demonstrated persistence in a variety of play-based learning activities both indoor and out. Most children, especially in the oldest groups, showed age-appropriate social skills and collaborated well in independent as well as teacher-directed tasks. For example, in 2B class, all children worked together and used bananas, blueberries and orange juice to create smoothies. Most demonstrated high levels of participation indoor and out. A minority of children, however, often disengaged and demonstrated low level behaviours that restricted their learning. Nonetheless, most were able to make connections between learnt concepts and real-world applications. For example, children in 1A class visited a local beach and collected leaves, bugs, rocks and other natural resources that they used in activities to promote their learning. Children in 1B class participated in a simulation of an expedition to points of interest on Grand Cayman and avidly explored various sea creatures. Most children in this group created illustrations and wrote simple sentences in their reflection task on this outdoor experience. Notably, however, the quality of children's learning experiences in the nursery was restricted by the lack of consistent stimulation. Teachers of the older groups were not consistent in their use of open-ended questions to promote children's extended thinking.



Assessment

Assessment was judged as weak. The preschool conducted informal assessment of children upon entry. However, there was insufficient documentary evidence to support the use of this data to inform children's learning experiences. Furthermore, although teachers kept anecdotal records, these were not consistently maintained and evidence of their use to plan next steps in children's learning was lacking. Portfolios of children's work were kept by staff but these did not include a sufficient breadth of information and were not always appropriately organised to show children's learning progression. Nonetheless, the school informed parents of children's progress through the use of parents' conferences and progress reports. These progress reports were not sufficiently aligned to the learning outcomes of the Cayman Islands Early Years Curriculum Framework. Notably, the preschool had recently introduced an electronic assessment system to improve the documentation and tracking of children's achievement. However, staff required further training to fully utilise this new tool. Consequently, there were arrangements in place for teachers to receive weekly training support in the use of the new assessment software.

CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Satisfactory

Curriculum

Curriculum was judged as satisfactory. The preschool used the Cayman Islands Early Years Curriculum and supplemented it using other resources. The curriculum was organised using broad themes which were divided into sub-themes. The curriculum was broad and balanced, with enriching experiences regularly planned such as music lessons, Career Days, field trips to places of interest in the community as well as visitors to the centre who shared information and resources with children. The curriculum promoted authentic application of real-life experiences and there was appropriate focus upon all four key focus areas from the Cayman Islands Early Years Curriculum. There was an appropriate balance between teacher-led and child-initiated experiences. However, there was need for specific and targeted medium term planning and a review of how the curriculum was planned to support children's learning. Progression in children's learning across the various stages of the preschool required development to ensure that children were able to build on the skills, knowledge and understanding that they were developing. Additionally, timetables required review, as they were not consistently followed during the inspection. Parents reported that the preschool leaders arranged visits to primary schools for children moving onto the next stage of their education. The preschool had established productive links with the local community evidenced by community visitors to the preschool and participation in Community Carolling events, fund raisers for charity and visits to the homes of elderly or ill persons.



SAFETY AND SUPPORT

Quality Indicator	Early Years
5.1 Health and safety	 Satisfactory
5.2 Support and guidance	 Satisfactory

Health and safety

Health and safety arrangements were judged as satisfactory. The outdoor play areas were fenced and appropriately gated, with different play areas for the various age groups. All areas were furnished with developmentally appropriate equipment. Safety checklists were completed for off-site visits. These included checks for portable First Aid kit, transport safety checks such as seat belts for each child, and a review of the bus driver's license, registration and insurance. The building, equipment and outdoor areas were well maintained. Authorisation for administration of medication was signed by parents prior to children receiving medication at the centre. Most children brought healthy snacks from home, and the centre provided fruit for those who did not have a healthy snack. Most respondents to the parent survey believed that the preschool helped their child to choose a healthy lifestyle. There was need, however, for better balanced lunches which regularly included vegetables. Children had regular opportunity for active play outdoor during the inspection. Although all persons had to sanitise their hands prior to entering the centre, an emphasis on frequent hand washing was not evidenced throughout the day, especially in the younger classes. Safety inspections by a variety of agencies were either current or there were confirmed upcoming inspections scheduled. However, the record of monthly fire drills provided by the preschool leader did not coincide with the reports from staff. Although it was reported that the centre, toys and resources were sanitised every two weeks with a disinfectant fogger, there was the need for toys and equipment to be sanitised as needed such as when the younger children mouthed them. All staff knew that suspicion of child abuse or neglect must be reported, however none of the staff identified that the report should be made to the designated child protection officer. Parents, too, shared that they were aware of child protection practices as these were shared by email as well as during an orientation meeting. Almost all parents who responded to the parent survey felt that their child was well cared for at the preschool.









Support and guidance

Support and guidance were judged as satisfactory. Preschool leaders and teachers were sufficiently aware of the needs of their children and provided appropriate support for most of the children. Also, leaders were proactive in observing and working with parents for the referral of children who exhibited signs of developmental delays. During the time of the inspection, a few children with special educational needs (SEN) had from weekly sessions with external specialists from the Early Intervention Programme. Ongoing informal discussions among teachers and external specialists promoted classroom support for these children through the use of recommended strategies. However, teachers were not always consistent in the use of these strategies to secure children's progress. Similarly, a minority of children with behavioural challenges were pulled out periodically and provided with activities intended to promote self-regulation as well as reduce the occurrence of low level disruption in the learning environment. However, there was scope for increased structure in the internal provision to adequately cater to all children with SEN and additional needs. For example, the designated SENCO needed to play a greater role to ensure that internal provisions were appropriately planned and monitored to determine their impact on children's learning needs.

LEADERSHIP AND MANAGEMENT

Quality Indicator	Early Years
6.1 Leadership	 Satisfactory
6.2 Self-evaluation and improvement planning	 Weak
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory



Leadership

Leadership was judged as satisfactory overall. Most of the preschool’s staff demonstrated commitment to the preschool’s vision and aims. Additionally, leaders had analysed some aspects of the preschool’s performance leading to development priorities focused on aspects of children’s achievement. For example, since the last inspection, appropriate focus was placed upon increasing opportunities for children’s scientific exploration and creative expression. School leaders had established an Advisory Council to provide guidance and support to the preschool. However, there were no minutes of discussions held to date. Preschool leaders actively supported staff’s participation in continuous professional development. As a consequence, all staff participated in training facilitated by the Early Childhood Care and Education Unit. Job descriptions were in place for staff and a Staff Handbook provided useful guidance to staff regarding policies and procedures. A few staff were assigned special responsibilities. However, there was the need for greater clarity of these roles to ensure that staff functioned effectively in the designated positions.



LEADERSHIP AND MANAGEMENT

Self-evaluation and improvement planning



Self-evaluation and improvement planning were judged as weak. Following the last inspection, the preschool staff had developed a post-inspection action plan in response to the recommendations in the inspection report. However, a whole-school improvement plan was not in place. Inspectors found that the preschool's processes for self-evaluation were not sufficiently rigorous and systematic. Furthermore, there was limited evidence of consultation with key stakeholder groups to determine key priorities for short-term and long-term improvement. The preschool leaders had only recently developed a self-evaluation document. Hence, a comprehensive improvement plan was not in place informed by suitable evidence from an accurate self-evaluation. Nonetheless, the preschool leaders had made some progress in addressing two of the five previous inspection recommendations. This included appropriate focus upon expanding opportunities for children's scientific exploration and creative expression. An electronic assessment system was recently introduced but was not yet fully functional. Staff did not always use information about children's learning to support curriculum planning. There was the need for greater rigour in the monitoring of teaching and learning. Furthermore, preschool leaders needed to establish a culture of self-review to inform school improvement priorities.



LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents and the community were judged as good. Leaders has established productive links with individuals and agencies in the wider community and this contributed positively to the learning experiences of the children. Throughout the school year, there were a number of organised events which involved the children's families. For example, children and their families had participated in cancer walks to raise funds for cancer patients. During the inspection, the children visited places of interest in the community. They went on a field trip to a beach nearby and had also visited a farm. The preschool also welcomed visitors to the setting. For example, a local tour company simulated a cruise ship experience for children during the inspection. The activity promoted children's environmental awareness as well as their understanding of Caymanian culture. There was an active Parent Teachers Association, and this group had raised funds to purchase additional play equipment in the outdoor play area. Parents shared that the preschool leaders communicated regularly with them through WhatsApp messages, newsletters, parent conferences and informal discussions at pick up and drop off. Additionally, the preschool staff had developed professional relationships with external agencies to support children with special educational needs. Transitions from the preschool were managed satisfactorily to ensure continuity of experiences and progression in learning and development for the children. Parents spoken to during the inspection made highly positive comments about the quality of the preschool's provision.



LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment was judged as satisfactory. Staffing levels were sufficient to deliver the curriculum and to ensure adequate supervision of the children throughout the day. Although the lead teacher had recently resigned, staffing retention was high. Of note, two staff members had been employed to the preschool for over twenty years. The outdoor and indoor learning environments were well maintained and secure. Bathrooms were adequate for the number of children on roll, and toilets and hand washing sinks were child sized. All children had access to a suitable range of resources, including information communication technology, to promote their learning in key aspects of the early learning goals. There was ample space outdoors for children to engage in gross motor development activities, construction play and imaginative play. However, there was scope to consistently utilise the outdoor space for activities such as devotion and reading. There were designated play areas outdoors for the different groups of children and all areas were well resourced with developmentally appropriate play equipment and resources. The wide range of resources available promoted autonomy and choice in children's learning



SURVEY RESULTS

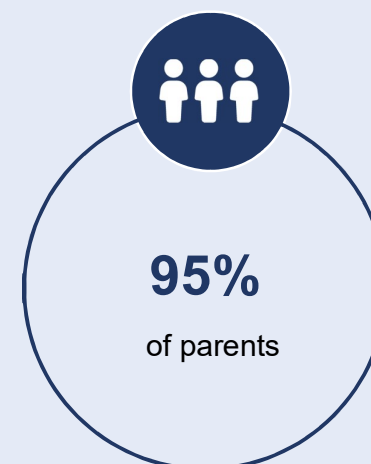
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	84	Staff	12
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Parents

Survey: “I am satisfied with the quality of education provided at this preschool.”

Almost all parents were satisfied with the educational provision of the preschool. Almost all agreed that their children were making good progress in aspects of early communication. Most shared that children were making good progress in mathematical understanding and a majority stated that children were making good progress in scientific understanding. Most parents believed that children behaved well and that the preschool was effective in developing children’s personal and social skills. Most shared that children were supported to share and take turns. Most parents felt that children were developing good environmental understanding. Almost all parents stated that teaching quality at the preschool was good. Almost all expressed that their children enjoyed lessons and were inspired to learn. Almost all agreed that their children were safe and cared for at the preschool. Most believed that the preschool promoted a healthy lifestyle. Also, most believed that children were treated fairly and incidents of poor behaviour were effectively handled. However, only a significant minority felt that children with special educational needs were well supported. Almost all parents expressed that the preschool was well led. A majority shared that they were involved in the preschool’s improvement planning process. Most agreed that communication was effective. Most parents stated that they were effectively involved in the work of the school. Most agreed that reports were regular and informative. A majority believed that parents meetings were regular and were helpful. Similarly, a majority expressed that the preschool maintained appropriate links with the wider community. Most were of the view that the preschool had sufficient qualified staff. Also, almost all shared that good quality resources were available to support children’s learning experiences.



Strongly Agree and Agree

5%

Decrease since the last inspection

SURVEY RESULTS

Staff

Survey: “This preschool provides a good quality of education.”

Almost all staff stated that the children’s behaviour was good and that the preschool promoted a positive learning environment. All staff agreed that the preschool provided good opportunities for children’s exploration, choice and independent learning. All staff felt that children were developing good environmental understanding. All staff felt that the preschool had good assessment systems. All staff expressed that the preschool supported children to choose healthy lifestyles. Almost all staff agreed that the preschool provided good support to children with special educational needs. All judged the preschool to be well led. Almost all agreed that the preschool provided a good quality of education. All agreed that they were involved in the process of self-evaluation and improvement planning. All staff judged that the preschool offered a safe and caring environment for all members of the school community. All staff believed that parents were actively involved in the work of the preschool. All staff expressed that the preschool effectively supported their continuing professional development. All felt that the preschool had appropriately qualified and suitably skilled teachers and staff. All staff expressed that there were sufficient resources of good quality to support their teaching.



100%

of staff

Strongly Agree and Agree

0%

Unchanged since the last inspection



WHAT HAPPENS NEXT?

Just for Kids Preschool and Day Care will next be inspected in the regular cycle of inspection.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As Just for Kids Preschool and Day Care was judged to be providing a **satisfactory** quality of education, there will be no further inspection until the next cycle which commences in 2023.



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.

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.

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