



# EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

## **FIRST BAPTIST WEE CARE**

OFFICE OF EDUCATION STANDARDS  
March 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 Centre

<b>Name of ECCE centre</b>	First Baptist WEE Care
<b>Address</b>	920, Crewe Road, George Town, Cayman Islands KY1-1003
<b>Telephone</b>	(345) 949-0691
<b>E-mail address</b>	<a href="mailto:weecare@fbcs.edu.ky">weecare@fbcs.edu.ky</a>
<b>ECCE centre website</b>	<a href="http://weecare.edu.ky">weecare.edu.ky</a>
<b>Name of manager</b>	Ms. Beverley Chin-Sinn
<b>Name of owner</b> (If different from manager)	First Baptist Church
<b>Centre's hours of operation</b>	Mon-Fri 7:30 am to 5:30 pm
<b>Number of children on roll</b>	74
<b>Number of teaching staff</b>	15
<b>Number of support staff</b>	3

## Age range of children

Age Range	Number of boys	Number of girls	Total
<b>0 – 12 months</b>	2	4	6
<b>12 -18 months</b>	4	2	6
<b>18 - 36 months</b>	8	7	15
<b>36- 48 months</b>	4	12	16
<b>48- 60 months</b>	16	15	31
<b>Total</b>	34	40	<b>74</b>

## The context of the centre

First Baptist WEE Care Day Centre is owned by the First Baptist Church and has been operating for the past 27 years. It is located on Crewe Road, George Town, Grand Cayman. The Centre shares a campus with the First Baptist Primary School and First Baptist Church. It caters for children from three months to 4+ years. There are currently 74 children enrolled that are grouped into six classes.

The WEE Care Centre is led by the Director, Ms. Beverley Chin-Sinn who has been in post for 10 years and is supported by a team of two administrative staff and 15 members of full-time teaching staff. The Centre's opening hours are 7:30 am to 5:30 pm. The Centre is open all year round and provides full and part-time care from September to June and summer camps in July and August each year.

The Centre follows the Cayman Island Early Years Curriculum Framework with additional content from the 'We Learn' curriculum.

The Centre's mission statement is 'educational excellence centred on Jesus Christ'.

## Key strengths

Inspectors identified the following strengths in provision.

- Children's achievement in most learning areas was good. They were enthusiastic and reflective learners. Children had a good grasp of early mathematical and scientific understanding and communicated well, both verbally and using early writing and mark making skills. They had a good understanding of the Caymanian culture and the Christian religion was central to the work of the Centre.
- Children had a strong sense of identity and had positive relationships with others as a result of the care and guidance provided by the adults at the Centre. Their behaviour was good. Staff knew the children well.
- The Centre had built good links with parents and the community. Staff communicated with parents formally and informally through reports, emails and phone calls. Parents contributed to lessons in a number of ways such as talking about their work as a nurse or reading stories.

## Recommendations

Inspectors identified the following areas for development to support further improvement to the Centre:

- Improve leadership by;
  - Monitoring the quality of teaching more formally and using this information to accurately evaluate the strengths and weaknesses at the Centre;
  - Reviewing the leadership structure to build capacity and pedagogical leadership amongst the teaching staff.
- Further improve the quality of teaching and learning by;
  - Sharing good practice;
  - Providing more opportunities for small group work;
  - Plan and deliver more structured learning for more able children and those with special educational needs and English as a second language.
- Improve curriculum delivery by;
  - Simplifying curriculum planning using the four learning areas of the Cayman Islands Early Years Framework;
  - Providing more opportunities for children to participate in field trips outside the Centre.
- Further develop short term assessment by identifying what children know and can do so that planning matches individual learning needs and builds from previous learning.



# Summary

## Overall Evaluation - Satisfactory

The overall performance of First Baptist WEE Care was satisfactory. Across all quality indicators, almost all judgements were at least satisfactory.

The following quality indicators were rated as good:

- Children's achievement and progress in most aspects of exploration;
- Children's understanding of themselves and others and the Caymanian culture and Christian religion;
- Achievement and progress in communication;
- Children's social skills, understanding of healthy lifestyle and ability to reflect on their learning;
- Links with parents and the community.

WEE Care Centre received satisfactory judgements for:

- Achievement and progress in movement, their understanding of the environment and their emotional development;
- Teaching, learning and assessment;
- Curriculum quality;
- Health, safety and support and guidance;
- Leadership and staffing and the learning environment.

Self-evaluation and improvement planning were judged to be weak.

## Achievement

EXPLORATION	Evaluation
<b>Movement:</b> Children develop their fine and gross motor skills through independent and guided opportunities.	<b>Satisfactory</b>
<b>Sensory:</b> Children will use their senses in active exploration to understand their world.	<b>Good</b>
<b>Scientific:</b> Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	<b>Good</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>Good</b>
<b>Technological:</b> Children experiment with tools, materials and equipment through independent and guided opportunities.	<b>Good</b>

Children's skills in movement were judged to be satisfactory. Staff provided an appropriate range of activities to support the children's physical development. As a result, most children developed age-appropriate fine and gross motor skills and gained increasing control over their bodies. During outdoor play, most children displayed confidence and dexterity and were able to run, jump, climb, and use the swings. The range of climbing activities, such as the rock-climbing wall, provided opportunities for children to challenge themselves physically. The gymnasium activities for older children such as skipping, hopping, twisting and turning through hoops promoted large muscle development. They were confident in moving their bodies. Movement was promoted well during the enrichment sessions. For example, during the drama sessions with three-year olds, children made large and small muscle movements to represent the growth process in plants. Whilst the outside area was used for younger children, the condition of the area was a barrier to learning and it was not possible to play safely with wheeled toys such as bikes. Fine motor skills and hand eye co-ordination were developed across the Centre through bead threading, playdough modelling and cutting activities. In all classes, children played with a large variety of puzzles, construction toys and sticky bricks. In the Pre-K classroom, the children used materials to create a variety of highly complex structures. There were, however, limited opportunities provided for the children to engage in targeted skill development through games and structured play.

Children's sensory development was judged as good. During the inspection, all classes were observed engaging in practical activities that encouraged sensory exploration. Children learnt to use their senses in nature walks where they listened to natural and other sounds. Their sense of touch was developed in activities such as ice painting, collages using natural materials such as twigs and leaves, and feet and finger painting on a variety of textures. Younger children engaged in food tasting and were encouraged to use their senses to touch, smell and taste to describe different foods and staff led similar discussions at snack and lunchtime. Water play was also available during outdoor sessions and children were able to describe the differences between wet and dry sand. Teachers extended children's vocabulary and they were able to accurately describe their sensory experiences. For example, in one class the children independently used words such as 'lumpy' and 'soft' as they mixed and moulded play dough. A review of children's work portfolios and display boards showed the wide range of sensory experiences that children engaged in. For example, they dressed in winter clothes as part of a Winter Day celebration marking the culmination of the winter theme. Whilst good quality experiences were provided to develop sensory understanding, children had too few opportunities to capture and record their experiences using emergent writing.

Children's scientific understanding was good. They engaged in a suitable range of scientific activities to develop their curiosity, co-operation and confidence in early scientific inquiry. Children developed a range of skills in observing and making sense of the world around them. For example, the Pre-K class mixed two primary colour paints and were encouraged to predict the outcome. Three-year-old children engaged in activities testing floating and sinking where they described their findings and noted the similarities and differences between different materials in water. Staff planned a variety of rich and meaningful inquiry-based experiences that enhanced children's knowledge and understanding of the natural world. These included nature walks and visits from the farmer and his goat. A parent who was a nurse ran a session about her job and children knew where their hearts were and that a stethoscope measured heartbeat. There were opportunities to plant flowers and observe the growth process. Teachers made good use of cross-curricular opportunities for children to acquire scientific vocabulary and this contributed to the good knowledge and understanding that children had. Most of the lessons observed were teacher led and more child-initiated activities were needed to extend independent scientific exploration and thinking.

Children's mathematical understanding was good. Most children were confident in using number and applying it to real life experiences. During a roleplay activity with three-year olds, children used pipettes to measure make believe medicine for patients and discussed which size would fill the bottle first and talked about the bottles being big or small, empty or full. In Pre-Kindergarten, children counted forwards and backwards beyond twenty and some could count to a hundred and knew number bonds up to ten. Three-year old children could name 2D shapes and in the toddler classes children developed spatial awareness through age-appropriate puzzles, stacking and building block activities. Most of the older children were able to sort and classify objects using colour and/or shape. Staff planned cross-curricular opportunities to develop mathematical understanding such as making a shape person in art and counting backwards and forwards to ten when they were washing their hands. There was a good balance between child and teacher-initiated activities which gave children opportunities to explore mathematical ideas independently through trial and error. Teachers helped draw children's attention to mathematical patterns and relationships in the environment, for example comparing

the size of leaves in the nature walk. Whilst provision for mathematical understanding was good, teachers' planning did not always ensure a clear progression of skills and understanding across the different age and ability groups.

The children's technological skills were good. The Centre had a variety of learning materials and tools that children could freely experiment with. Child-initiated learning experiences were flexible and open-ended. As a result, the children were able to use a variety of expressive media such as paint, play dough, brushes, scissors, stencils and glue to represent their ideas and experiences. Children made use of a range of resources to construct buildings and recreate tools used by fire fighters and medical practitioners. Although construction activities were restricted to inside use, children used these well to build imaginary structures. Teachers had access to I-Pads, which were used to capture the children's learning experiences. However, their use was limited to staff and other information technology to support learning was limited. Opportunities for children to listen quietly to stories or songs using headphones were also not available. Babies and toddlers had opportunities to interact with age-appropriate toys that produced sounds when manipulated by pulling levers or pressing buttons. Staff built on children's ideas and helped them develop these, for example when sticking materials onto a firefighter frieze. Teachers observed and listened carefully to children's ideas and discussed how these might be developed.

<b>RESPECT</b>	<b>Evaluation</b>
<b>Self:</b> Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	<b>Good</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>Good</b>
<b>Religion:</b> Children have an awareness of and respect for their own and other religions.	<b>Good</b>

Children's sense of self and their understanding of their place in the world were good. There was a positive, caring ethos with well-ordered and secure routines that met the learning, social and emotional needs of children. Staff knew the children well and took time to ensure their interactions were personalised which contributed to the strong sense of identity that children had. Babies and toddlers were sung to every morning to welcome them at the start of the day. All children had name tags and pictures and the older children made life-size models of

themselves. They were encouraged to create their own prayers and talk about their experiences of going to the shops which helped them think about their own experiences and relate these to those of others. Staff ensured that every child had opportunities to express ideas and contribute to discussions and they used praise well to build confidence. Younger children could express their needs clearly and staff were responsive to these. Children managed themselves well and were encouraged to develop age-appropriate independence when learning or managing toilet and eating needs. However, the decision to merge some groups resulted in children spending too much time managing personal needs such as washing hands. Self-initiated play was evident across all groups which encouraged children to make age-appropriate decisions and choices. Staff expectations were clear and all children, including the babies, were encouraged to share and take turns.

Children's understanding of their relationship with others was good. The Christian ethos was central to the work of the Centre and provided a framework and guidance about being considerate and caring towards others. Children helped each other during the day by opening lunch boxes, sharing toys and taking turns. They greeted each other and staff enthusiastically at the start of the day and when mixing with other classes in the outside play area. Parachute games for older children encouraged collaboration. There was a clear sense of community and all staff related to the children, toddlers and babies. Children socialised well with others, including students at the primary school. They played well together, particularly in the child-initiated sessions where they built towers, played doctors and patients and co-operated in imaginative games. Parables such as 'The Good Samaritan' helped children develop empathy and understanding of others' needs. Staff also modelled kind and considerate behaviours and encouraged these in the children. For example, they were observed hugging children who were distressed. The curriculum theme of 'Community Helpers' provided many opportunities for children to understand the interdependence of a community. Opportunities were provided for children to extend their appreciation of community through a range of activities such as the creation of a play hospital and a visit from a parent who worked as a nurse. Elements of this work were limited by the policy to restrict community links to hosting visitors rather than undertaking regular field trips in the locality. There was scope for staff to further extend the children's collaborative working by providing more opportunities for small group work.

Children's understanding and care for the environment was satisfactory. The Centre took steps to protect the environment by repurposing materials such as plastic water bottles and cardboard tubes as teaching resources. Older children used these to create shakers to use during singing sessions and for collages pictures. Daily opportunities were provided for children to play in the outside area and go on nature walks. Whilst these provided an opportunity to explore the natural environment around the Centre, the areas were untidy and provided limited opportunities for children to explore the flora and fauna. There was a growth area in the outside play that helped children develop an understanding of what plants needed to grow. The fish tank in the toddler area and a visit from a local farmer with his goat provided opportunities for the children to appreciate living creatures and explore the reciprocal nature of our relationships with them. Whilst children had an appreciation of their local environment, there was little exploration of environments beyond this and little evidence of intentional reinforcement of the importance of protecting the environment through discussions, stories and posters.

Children's cultural understanding and appreciation of different cultures were judged as good. Teachers and assistants skilfully integrated aspects of Caymanian culture and heritage into lessons, devotions and class displays. This impacted positively on children's understanding of and respect for Caymanian culture and heritage. Almost all the older children knew the words to the national song and sang it enthusiastically. In a number of lessons observed children recognised the national flag and talked confidently about a variety of indigenous plants, birds and animals. Even the toddlers could point to the national flag when asked about it. Visitors from the Cayman Islands' National Museum, enhanced children's local knowledge and understanding. Children participated in a range of cultural activities with museum staff and made thatch plaits and learned about the development of the Cayman Islands Coat of Arms. Caymanian Thanksgiving was celebrated, along with a Caymanian Day that focused on food and heritage. Children had some understanding of wider and international culture through, for example, participation in International Day, where food from across the world was shared and celebrated. One class had a Culture Corner where clothes, flags and artefacts from around the world were available for the children to explore. Nonetheless, there were too few other planned opportunities for learning about other cultures.

Children's awareness of religion was good. The strong Christian ethos was fully embedded across the Centre. Prayers were well known by the children and said throughout the day with a welcome prayer and blessings at snack and mealtimes. Older children could recite prayers in both Spanish and English. All children were devout and respectful during prayers. Bible stories and verses were integral parts of the children's morning devotion. These provided an opportunity for children discuss and role play stories such as 'The Good Samaritan'. During devotions, children participated enthusiastically in the singing of Christian choruses. Music and movement were distinctive features of class devotions and children were enthusiastic and engaged in singing and moving to hymns. The youngest learners enhanced their devotions with drums and shakers. The children participated in annual Christmas concerts and other religious ceremonies at the First Baptist Church. Elders from the First Baptist Church also made visits to the Centre. Whilst children had a clear understanding of the meanings and symbols of Christianity, there was scope to be more inclusive in the promotion of their awareness of other world religions, particularly those followed by the some of the children attending the Centre.

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. There were opportunities for children to develop their verbal and symbolic communication throughout the day and as a result most could express themselves confidently using a wide range of vocabulary. In most of the lessons observed children conversed with each other and with adults, taking turns in speaking. Teachers and assistants regularly encouraged children to say ‘thank you’ for example, when their snack was handed to them, and to ask for their water bottles in response to a prompt. In the older classes, children were self-registering in the morning, demonstrating recognition of their own names. Most teachers promoted the children’s emergent language skills through skilful questioning and meaningful conversations. Subject related vocabulary extension was planned, for example, through the promotion of the use of adverbs when telling their own or retelling stories, and adjectives when undertaking scientific exploration. In a science lesson, children talked about colours being hot or cold, and in the hospital play activity, they made medicines and discussed prescriptions and temperatures. Enrichment activities provided many opportunities to extend learning and children responded positively to these opportunities. During drama children enjoyed enacting the story of the three little pigs and the fire fighters. They used complex sentences in their role playing, such as ‘Quick! Quick! Call the Fire Fighters - the wolf is on fire!’ Spanish Enrichment encouraged linguistic understanding through naming colours and singing songs. While there were some opportunities for mark-making in the younger classes, these were limited and not formalised. Not all assistants supported the children’s emergent language skills through skilful questioning, relying instead on singing songs or asking a succession of closed questions.

Children’s listening skills were judged to be good. Staff planned opportunities for children to engage in a range of listening activities throughout the day which included nursery rhymes, stories, music and songs. Toddlers enjoyed circle time activities with songs about God and older children shared stories with appropriate questions and comments. Most were able to recall important details and retell stories or events in sequence. In one lesson children acted out doctor and patient, listening to each other as one explained their symptoms and the other

prescribed medicine. Children displayed active listening behaviour. For example, toddlers turned their heads towards the staff member giving instructions during a painting activity. Listening was promoted in a variety of contexts such as role play where the children's conversation skills were enhanced through careful listening and turn taking. Routines and transitions were managed through cue-in strategies, often involving listening to particular songs or rhymes such as one for tidying up. This enabled swift transitions from one activity to the next. Nonetheless, a few staff did not always model appropriate listening behaviour, over talking at times and, as a consequence, a few children disengaged with the activities offered. Additionally, a few staff did not always model correct English usage in speech.

Children's creative expression was judged to be good. There were planned child-initiated opportunities for all children to experiment with a variety of media such as paint, play dough, crayons, as well as construction and model making. As a result, children were confident in expressing themselves. Staff helped children to recreate roles and experiences through drama and storytelling daily. Older children demonstrated high levels of engagement and enjoyment as they prescribed and made medicines in their doctor's surgery or dressed in firefighter and police officers' uniform. Opportunities for imaginative play were planned for and classrooms had home corners with utensils to support this, while outdoor areas had cookers and miniature homes. Additionally, staff successfully supported the children to experiment and extend their self-expression using music, movement and kinaesthetic experiences. Throughout the day, all children participated in singing and music making, while the toddlers engaged in rhythmic experiences using some basic shakers. Whilst some staff encouraged children to construct more individual pieces of art, such as the firefighter collage which drew on children's creative abilities, there was a lack of originality in some of the samples of artwork in the children's portfolios and displays, as evidenced by the hair stylist display in the corridor where all the children had coloured in the same hairdryer.

Children's literacy skills were good. All classrooms had attractive reading corners with a wide variety of developmentally appropriate books, including cloth books for babies. Across the Centre, all children actively participated in story telling in whole group and small group settings, and there were opportunities for them to interact freely with books on a daily basis. They explored books during play time and quiet time and used them to settle themselves during naptime. Children's book handling skills were well developed along with their enjoyment of reading. Older children were given opportunities to respond to stories, recalling sequences of events and acting out narratives. The three-year old children could retell the steps in a science experiment on colour making and, in Pre-K; they created their own stories using illustrations. Teachers and assistants developed phonological awareness in various ways. The toddlers participated in finger rhymes, songs and shared stories ably supported by staff and a majority made connections between objects in print and sound with similar objects in the classroom. For example, toddlers related 'fish' on a flashcard to the fish in the fishbowl. Similarly, with older children, the teacher supported them to segment and blend individual sounds in single syllable words to pronounce words through the use of visual prompts. Almost all of the older children recognised their name in print and confidently wrote it as a result of regular practice in letter formation. Whilst there was a good range of books available, there was scope for widening this to enhance children's multicultural understanding and appreciation of the environment. Staff could then structure more regular opportunities for children to interact with stories from other cultures. There was more scope for the systematic teaching of phonics to be established.



WELL-BEING	Evaluation
<b>Health:</b> Children make safe and healthy decisions as they discover and learn about their bodies.	<b>Good</b>
<b>Emotional:</b> Children identify and express their own feelings.	<b>Satisfactory</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>Good</b>

Children’s understanding making safe and healthy choices was good. The caring ethos and secure routines ensured that children were progressively gaining independence in managing their bodily needs and preferences. Daily routines encouraged healthy lifestyles by ensuring children regularly washed their hands and took responsibility for their personal hygiene. Parents were encouraged to provide healthy, well-balanced meals and snacks and children drank water regularly throughout the day. There were frequent opportunities to exercise both inside and outside classrooms. For example, children moved in time to the music during devotion time and hopped along the corridor when going outside to play. Naptime was safe and orderly with effective routines were in place to which children responded positively. Older children laid out their own mat, found a book and a cuddly toy from home and settled down well. Younger children were provided with support to rest and enjoyed this peaceful time of the day. Children expressed their needs well. For example, letting staff know they wanted to go to the toilet or were thirsty. The hospital theme with activities such as a skeleton jigsaw provided good opportunities to name body parts and explore health issues and how to resolve these. At times, the number of children in the larger groups slowed down progress in washing hands and settling down to nap.

Children’s emotional development was satisfactory. There were secure and caring relationships between staff and children, evidenced by the use of children’s names, staff creating clear routines and listening and responding to children’s ideas, questions and comments. Staff provided age-appropriate challenges for children and they coped with these well, persevering with levels of control consistent with their age. For example, a two-year-old struggled to climb up the rock wall and was guided by the teacher and as a result they could reach the top of the wall after three attempts. The many opportunities for child-initiated activities resulted in increasing levels of independence and self-regulation. Whilst the majority of children responded positively to these challenges, there were a few who struggled to regulate their emotions. For example, pacifiers were still used by a few two-year old children and one child was upset when his teacher left the room. The lack of small group activities limited opportunities for children to work with others in a focussed and structured way.

Children’s social skills were judged to be good. The overall ethos was welcoming, warm and reassuring. Children were encouraged to respect one another and cooperate throughout the day.

Positive, collaborative interactions were evident and most children worked together well. Teachers modelled good behaviour and manners and regularly reinforced expectations around saying 'please' and 'thank you'. They encouraged children to help each other, particularly during tidy-up and snack times. Stories such as 'The Good Samaritan' encouraged children to think of others and develop empathy. Several examples of collaboration were seen during imaginative play sessions. For example, a boy who was role-playing a hairstylist asked his 'customer' if she wanted to watch some cartoons whilst he was doing her hair. Snack and lunchtimes were generally quieter and provided opportunities for children to talk to friends and listen to the ideas and observations of others. Whilst children's social skills were good, there were few opportunities to participate in board and playground games which would further promote collaboration and teamwork.

Provision to support children's reflection was good. Staff provided frequent opportunities for children to reflect on their learning and their actions and the actions of others. Circle time was used well to share stories and devotions and consider the moral messages that were contained within them. Prayers were recited during Bible and devotions and at key times of the day such as snack and lunchtimes. All children were observed praying reverently and, at times, older children asked for prayers to be said for members of their family. Others created their own prayers and were quiet and reflective whilst doing so. Children responded sensitively to the different tones of hymns which ranged from loud and lively to gentle and thoughtful. Interactions between staff and children encouraged meaningful discussions about helping and understanding others. Praise was used well to reinforce good behaviour such as sitting still and listening to others. Discussions, such as the one on visiting the doctors, provided children with opportunities to compare their experiences with others. Naptimes and mealtimes provided quieter times of the day for children to contemplate. This contrasted with the noisy classroom environment that created a barrier for learning at times.

## Teaching, learning and assessment

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

The quality of teaching was satisfactory. Fifty-nine lessons were observed and more than three quarters were found to be satisfactory or better. Classrooms were well organised with key words and numbers on display, and examples of children's work celebrated. There were centres clearly delineated for different aspects of the children's learning including, for example, reading areas, home corners and creative spaces. Teachers had established good routines in their classes and relationships between staff and children were positive. Teachers' subject knowledge was good, and they had a sound understanding of children's developmental stages. Where teaching was good, staff planned work that took into account different children's abilities and interests. For example, at the start of the day in one class there was a range of activities available to support understanding of the importance of hygiene and to engage children in learning. Short term planning was completed by all staff and took into account the Cayman Islands Early Years Curriculum Framework. However, it did not take different groups and their abilities into account systematically and this resulted in some teaching that did not stimulate or cater for individual learners' needs, in particular those with special educational needs, high prior attainment, and those with English as a second language. Children worked in large groups for a significant proportion of the day and some groups had a large number of children in them. For example, ten children were gathered round one table for an art activity in one class where space was at a premium and this resulted in poor engagement and outcomes. There was scope for the day to day organisation to be reviewed to ensure that more time was allowed for smaller group work where children could focus on activities and tasks that challenge them and meet their individual needs. While teachers' questioning skills were in evidence, they were not always consistently applied in lessons. For example, in a few lessons the teachers over-questioned the children, giving them little thinking time before a response was due and, at times, too much adult talk and background music distracted the children from concentrating on the tasks in hand.

Children's learning was judged to be satisfactory. Most of the learning observed was satisfactory, and in a minority of lessons were judged to be good. The Centre provided a stimulating indoor learning environment with displays and prompts in evidence. Most of the children were enthusiastic and well-motivated learners who were happy to come to the Centre. In the good lessons observed, staff provided stimulating activities and children enjoyed their learning. For example, in one class the devotion linked with the theme of the creation and children were given opportunities for feeding the fish before going outside to appreciate nature. Toddlers demonstrated resilience in completing tasks while supported by an adult. For example, they painted a cardboard house that was larger than them. Older children were persistent in creating their own narratives and used illustrations to support their plot when creating a story. In some lessons noise levels were too high as a result of teachers talking loudly over music that was playing. As a result, the learning environment was disrupted and children's desire to complete work impaired. Learners with special educational needs and disabilities were

particularly susceptible to excessive noise and this, coupled with work that was not planned to meet their needs, resulted in relatively poor outcomes for those children. The outdoor learning areas needed further development as a result of equipment that had been well used and poor-quality surfaces. However, progress was evident where staff engaged with the children in those areas and encouraged participation in a range of activities, for example climbing, swinging and mark making on the board.

Assessment arrangements were judged to be satisfactory. The Centre used the recommended Ministry of Education assessment sheets and these were completed as required by staff. Assessment information was shared with parents at parents' meetings and via the publication of an annual report. There was evidence of previous annual records which demonstrated progress in learning. In addition, anecdotal notes were kept about the children in relation to expected developmental milestones. However, these were not regularly undertaken or used to help inform staff planning and ensure that activities met learners' needs. Those children who were judged to be functioning above age-related expectations were sometimes repeating tasks, as opposed to progressing onto more challenging work. Portfolios of children's work were maintained by staff, but these did not include a sufficient breadth of information reflecting children's achievement across the four areas of the curriculum. Furthermore, work was rarely dated to track children's progress over time. The Centre would benefit from developing their planning further since the planning observed during the inspection was judged to be inconsistent and, at times, overly complex. Assessment information was not used systematically to plan next steps in learning and so did not always cater for the needs of individuals or groups of children. Staff rarely moderated their assessment judgements and data was not used consistently to inform planning and ensure children's individual learning needs were met.

## 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. Curriculum planning took place on a weekly basis with teachers coming together to plan a range of learning activities for each year group. Staff invested a great deal of time in ensuring that the four key focus areas from the Cayman Islands Early Years Curriculum Framework were accurately covered. A thematic approach was used to provide meaningful experiences for curriculum delivery. Staff created an engaging enrichment programme for the older children, which covered dance, music, Spanish, and drama. These were taught imaginatively and well, and children were proficient in learning new skills such as those in Spanish where most children could count to ten and name the days of the week. Whilst some teachers were diligent in creating their weekly lesson plans and a long-term thematic plan was in place, there were no medium-term plans to ensure key learning milestones were met at appropriate ages. This compromised curriculum continuity and children's progress. There was little planning to meet the needs of the more able and those with special educational needs or English as a second language. The curriculum was reviewed on an annual basis and this year staff merged the 'We Learn' curriculum with the Cayman Islands Early Years Framework. As a result, teachers' planning became too complex and it was hard to plan the four areas of learning coherently. The transition plan between the Centre and primary school had yet to be implemented. The theme of community helpers lent itself well to delivering many of the learning areas in the curriculum such as respect, communication and well-being. Children's learning was enriched by a number of people from the local community visiting the Centre such as officials from the Cayman Island National Museum, a firefighter and police officer. There were, however, too few planned opportunities for field trips where children could learn about the community beyond the centre. Visits to Pedro St. James Castle and the airport had taken place and were led by both parents and staff in partnership.

## Safety and support

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

Health and safety arrangements were judged to be satisfactory. Premises were clean and orderly, with all the necessary certificates in order. Records relating to staff recruitment and police clearance were also kept. Cleaning materials and medicines were appropriately stored. Fire drills were undertaken regularly and records kept. There was a well-resourced first-aid kit in the main office. All members of staff had undertaken Child Protection training and the policy and practice were communicated to staff and parents. There was however little evidence of risk assessments being undertaken for trips and hosting visitors. Children enjoyed nutritional meals at breaks and lunchtimes and healthy eating was encouraged. Whilst nap time for older children was well managed, with appropriate spaces between sleeping mats, the cots in the infant area were too close together and did not meet the requirements stipulated by the Education Council to help prevent the spread of infection. The quality of the surfaces in the outdoor play areas needed addressing since they were uneven, with stones and sharp objects present in the sand. Furthermore, the toilet facilities in some classrooms required attention since they did not provide the necessary privacy at times.

Support and guidance were judged to be satisfactory. The Christian ethos and staff commitment to children resulted in positive, secure and caring relationships between staff and children. Staff knew the children well. Almost all children behaved well during the lessons and playtimes and staff systematically praised good behaviour. This resulted in safe learning environments inside and outside of the classrooms. Routines were well established and provided security for children. These aided transitions throughout the day, with children efficiently moving from one activity to another in response to staff cues. Furthermore, children were provided with regular guidance on handwashing, basic hygiene and being respectful. The monitoring of children's progress in the four key areas of learning lacked rigour and focus and there was some unnecessary repetition of some tasks which resulted in a minority of children repeating work that they had already grasped. Additionally, there was little in the way of formal support for those children with special educational needs or disabilities and no individual education plans to help meet their learning needs. There was also adaptation of activities for children with English as a second language. Whilst there was support for some children through external agency workers visiting, there was a need for improved communication between the Centre's staff, external agencies and parents in order to ensure a cohesive approach to interventions and planning. Further professional development opportunities for staff would support planning for provision for children with different needs and abilities.

## 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>Weak</b>
Links with parents and the community	<b>Good</b>
Staff and the learning environment	<b>Satisfactory</b>

Leadership was satisfactory overall. There was a shared ethos based on Christian values that underpinned the work of the Centre. The Director is managed by the Head of School and had a clearly defined leadership role which was understood by others. She has built some leadership capacity across the administrative team. There was, however, further scope to improve this by sharing best practice across the teaching staff and distributing leadership more widely. There were no performance management arrangements for the Director or staff members. Line management arrangements for staff were inefficient as too many staff reported to the Director directly. Professional development for staff had increased in the past two years using expertise from the Early Childhood Care and Education Unit for group training and web-based learning to meet individual needs. Underperformance had been tackled rigorously. Leaders had addressed some of the recommendations in the last inspection. The learning environment had improved and investment in resources had increased to ensure classrooms had stimulating displays and learning centres. The imbalance of teacher-led and child-initiated learning had been largely addressed and achievement and progress in communication was now good. Age-related assessments were undertaken three times a year and progress tracked.

Self-evaluation and improvement planning were judged as weak. There was a self-evaluation in place aligned with the 'Successful Centres and Achieving Students' framework. Lead teachers and other staff contributed to this and others were consulted as part of the process. Judgements lacked rigour however and were inaccurate and over-generous in some cases. There was no formal monitoring of teaching and learning other than through informal walkthroughs and the occasional monitoring of planning. The lack of monitoring information coupled with an absence of any formal performance management system meant that there was limited evidence to inform evaluations in the document. Whilst a number of recommendations raised in the last inspection had been addressed, some, such as those relating to phonics and assessment, were not secure. An action plan was written at the end of the previous inspection but there was no recent strategic plan to guide improvements across the Centre.

Links with parents and the community were good. There was regular two-way communication with parents, from meet and greets in the morning to more formal parents' meetings, along with telephone calls and e-mails. These contributed to the good standards achieved by children and demonstrated that teachers and assistants knew the children well and worked in partnership with parents to support them. Parents commented that staff delivered good quality provision for

their children and helped develop their social skills, as well as inspired their children to learn through engaging lessons. All the parents spoken to during the inspection stated that their children were happy at WEE Care and achieved well in relation to their ages and stages. A number of parents visited the Centre and contributed to lessons, for example through reading stories or talking about their work. Parents contributed to Caymanian Day and International Day and this enhanced the quality of the children's learning experiences. Additionally, children benefitted from visitors from the wider community contributing to lessons. For example, members of the police service, pastors and museum staff actively engaged with the children, enriching the curriculum on offer. The Centre's location on the site of the First Baptist Christian Church enabled links with the primary school and church which benefitted provision. There was, however, scope for enhancing the quality of formal parents' meetings to ensure that they better informed parents as to how well their children were doing using dated and contextualised evidence of progression.

Staffing and the learning environment were judged to be satisfactory. There was sufficient staff with relevant qualifications deployed appropriately to meet the needs of the children. Staffing retention was high. Whilst appropriate job descriptions were in place for all staff, some staff had specialisms in areas such as special educational needs and reading that were under utilised. Therefore, there were missed opportunities to share their expertise more widely across the Centre in order to better meet the needs of a wider group of children. The internal premises and facilities constituted a suitable learning environment and were clean and well kept. The outside area, however, was neglected and restricted learning opportunities, particularly those relating to movement. There were limited large wheeled toys and space to play with these. Facilities for toileting and handwashing were also limited and were unsuitable for the larger groups as children had to wait for long periods of time to use them. Children had access to a suitable range of resources to meet their developmental needs and support their learning. Some books were quite worn, however, and there was scope for investing in more information technology to support learning in this area.



## Survey results

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

Forty-one parents completed the on-line survey in advance of the inspection. All parents stated that their children were safe and well cared for at WEE Care. Almost all parents said their children's personal and social skills were developing well, that their children enjoyed the Centre and that the quality of teaching was good. Almost all respondents also felt that the Centre was well led and were satisfied with the quality of education on offer. Most parents agreed that their children were making good progress in all aspects of early literacy and a majority stated that their children were making good progress in their early mathematical and scientific understanding. Most parents agreed that the Centre helped their children choose a healthy lifestyle and that staff were appropriately qualified and skilled. Most respondents thought that communication was effective, with a majority commenting that reports on progress were informative and regular. A minority felt that there were good links with the wider community. Parents expressed some concern about lack of information provided about what the children are learning and regarding the quality of the outdoor play areas.

Eleven members of staff completed the survey. All stated that the children's behaviour was good, that conflict resolution was well taught and that there were good assessment systems in place. All agreed that the Centre provided a safe and caring environment which helped children choose a healthy lifestyle. They felt that the children were treated fairly and that poor behaviour was dealt with. All also agreed that the staff were appropriately qualified and skilled and that the Centre provided a good quality of education. Almost all respondents felt that the Centre was well led, that they were involved in planning and self-evaluation and that there were good professional development opportunities for staff. Moreover, almost all staff felt that there was a good level of parental involvement with the Centre and that wider community links were good. A majority thought that the Centre was well resourced. Finally, most staff felt that parents' meetings were helpful and that provision for children with special educational needs and disabilities was good.

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### What happens next?

As the Centre is judged to be providing a **satisfactory** quality of education, there will be no further inspections of First Baptist WEE Care until the next cycle, which commences in September 2020.

## 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	29%	12
More than one year but less than three years	46%	19
More than three years	24%	10
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?*

44%

Caymanian

56%

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	34%	14
Agree	54%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	5
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	20%	8
Agree	51%	21
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	24%	10
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	15%	6
Agree	44%	18
Disagree	10%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	32%	13
	<b>Answered</b>	<b>41</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	63%	26
Agree	34%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>41</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	56%	23
Agree	37%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	<b>Answered</b>	<b>41</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	41%	17
Agree	44%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	5
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	32%	13
Agree	61%	25
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	66%	27
Agree	32%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	49%	20
Agree	44%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	<b>Answered</b>	<b>41</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	46%	19
Agree	39%	16
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	7%	3
	<b>Answered</b>	<b>41</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	22%	9
Agree	32%	13
Disagree	17%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	12
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	61%	25
Agree	39%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	34%	14
Agree	49%	20
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	6
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	44%	18
Agree	54%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	32%	13
Agree	39%	16
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	24%	10
	<b>Answered</b>	<b>41</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	17%	7
Agree	22%	9
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	56%	23
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	33%	13
Agree	63%	25
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	23%	9
Agree	38%	15
Disagree	23%	9
Strongly Disagree	5%	2
I am unsure or unable to answer the question	13%	5
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	35%	14
Agree	48%	19
Disagree	10%	4
Strongly Disagree	3%	1
I am unsure or unable to answer the question	5%	2
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>



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

Response	Percentage	Count
Strongly Agree	25%	10
Agree	63%	25
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	20%	8
Agree	53%	21
Disagree	15%	6
Strongly Disagree	5%	2
I am unsure or unable to answer the question	8%	3
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	10%	4
Agree	51%	20
Disagree	26%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	5
	<b>Answered</b>	<b>39</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	8%	3
Agree	70%	28
Disagree	15%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	13%	5
Agree	35%	14
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	45%	18
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

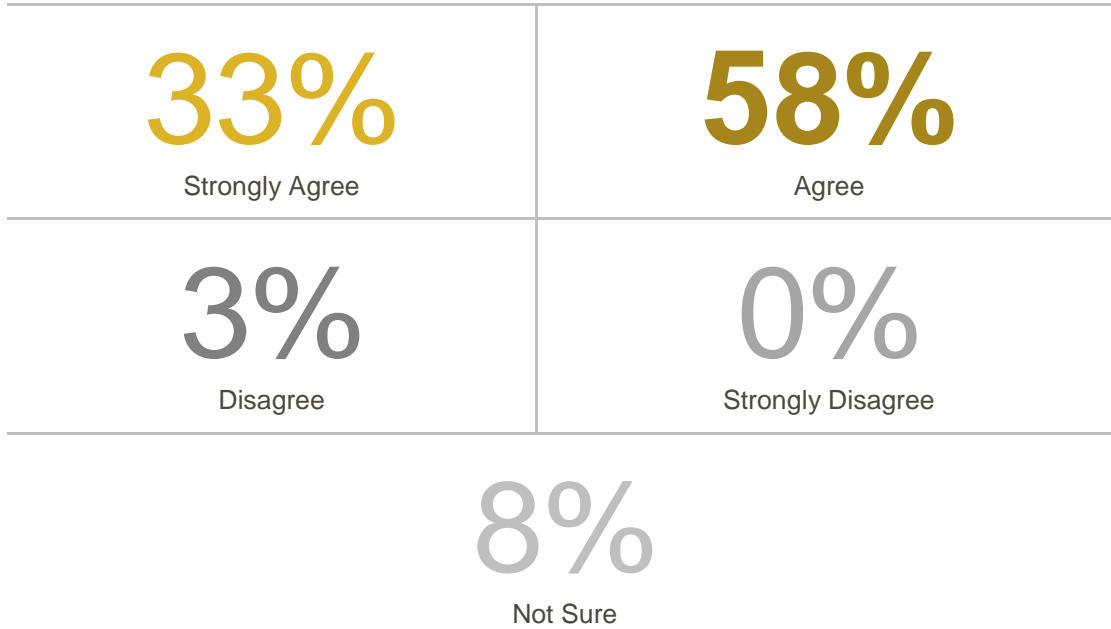
***The Early Years Centre has appropriately qualified and suitably skilled staff.***

Response	Percentage	Count
Strongly Agree	38%	15
Agree	48%	19
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	28%	11
Agree	60%	24
Disagree	10%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>1</b>

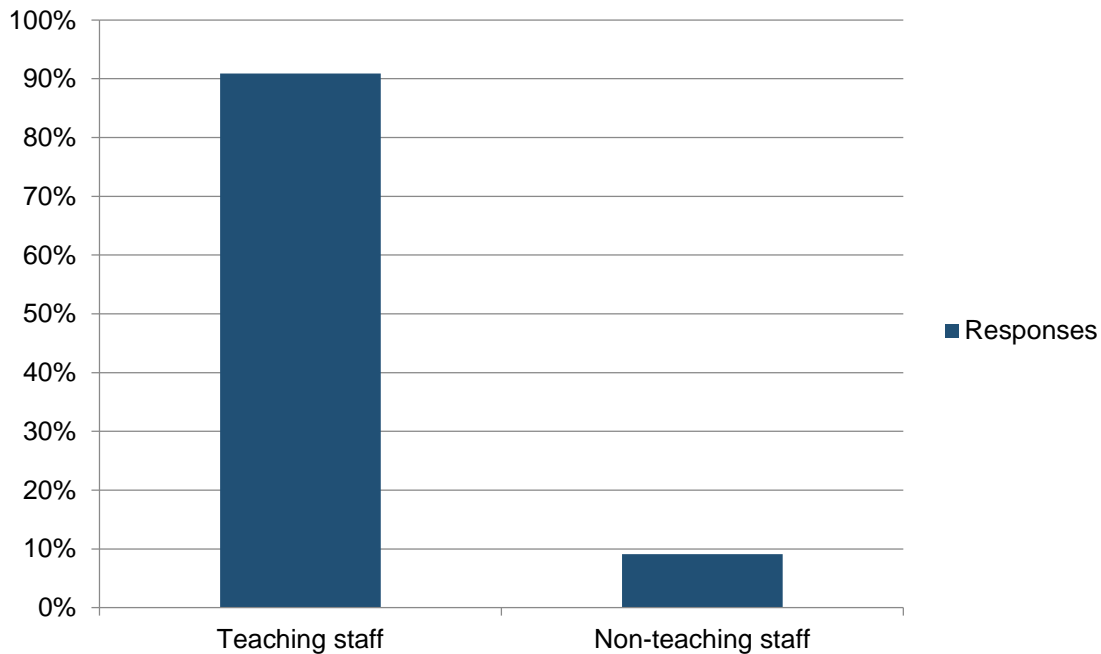
*Overall, I am satisfied with the quality of education provided at the Centre.*



Response	Count
<b>Answered</b>	<b>40</b>
<b>Skipped</b>	<b>1</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	0%	0
More than one year but less than three years	18%	2
Three years or more	82%	9
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?*

**73%**

Caymanian

**27%**

Non-Caymanian

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

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</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	36%	4
Agree	64%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</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	55%	6
Agree	36%	4
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</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	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</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	9%	1
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	64%	7
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	36%	4
Agree	64%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	18%	2
Agree	64%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	2
	<b>Answered</b>	<b>11</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	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>



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

Response	Percentage	Count
Strongly Agree	27%	3
Agree	55%	6
Disagree	0%	0
Strongly Disagree	9%	1
I am unsure or unable to answer the question	9%	1
	<b>Answered</b>	<b>11</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	18%	2
Agree	73%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	18%	2
Agree	64%	7
Disagree	18%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	9%	1
Agree	82%	9
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

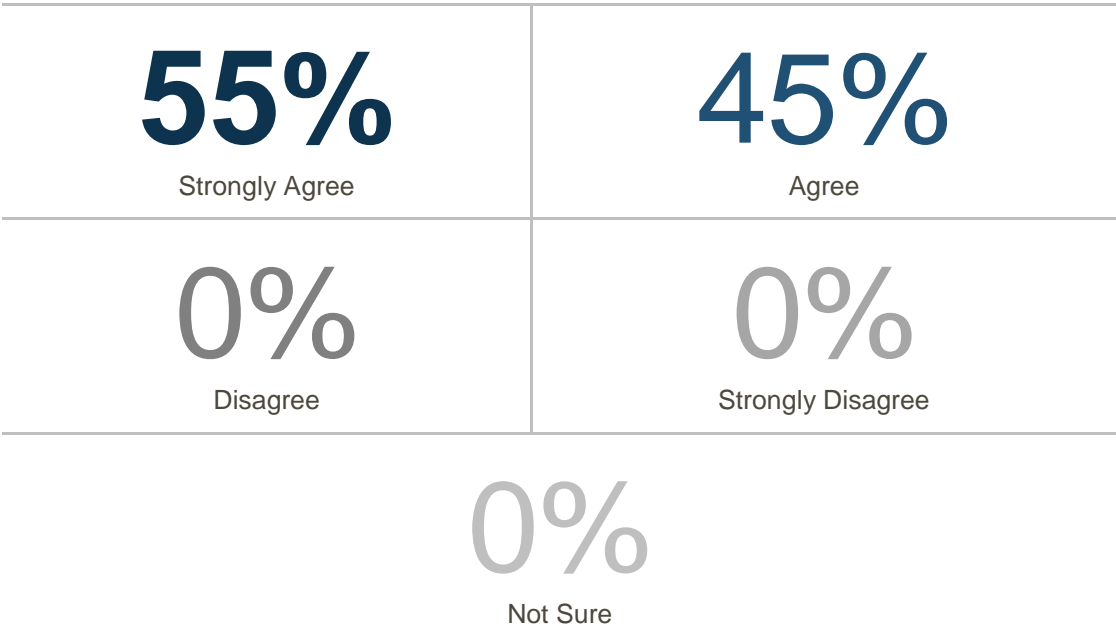
***The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</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	18%	2
Agree	36%	4
Disagree	45%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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



Response	Count
Answered	11
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)**

