



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

MISS NADINE'S PRESCHOOL AND JACK AND JILL NURSERY

OFFICE OF EDUCATION STANDARDS
June 2019

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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.

	Definition	Numerical
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%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about Centre

Name of ECCE centre	Miss Nadine's Preschool and Jack and Jill Nursery
Address	90A Anthony Drive, George Town, Grand Cayman
Telephone	345-949-2124, 345-945-1078
E-mail address	ncvopreschool@ncvo.org.ky
ECCE centre website	http://www.ncvo.org.ky
Name of manager	Ms. Heather Lopez
Name of owner (If different from manager)	National Council of Voluntary Organizations
Centre's hours of operation	Miss Nadine's Pre-School 7:00am- 5:30 pm Jack & Jill Nursery 7:30 am- 5:30 pm
Number of children on roll	78
Number of teaching staff	13
Number of support staff	3
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	3	1	4
12 -18 months	3	2	5
18 - 36 months	5	13	18
36- 48 months	31	20	51
Total	42	36	78

The context of the centre

Miss Nadine's Pre-School and Jack & Jill Nursery is located at 90A, Anthony Drive, George Town, Grand Cayman. The pre-school has been at the current location since 1992 and prior to that operated as satellite centres in various communities. The pre-school and nursery primarily serves low income families who must meet income threshold requirements in order for their children to access the services. The preschool is among those institutions managed by the National Council of Voluntary Organisations (NCVO), one of the Cayman Islands' long-standing charities.

The management structure comprises a Board of Directors, Chief Executive Officer, Director and Deputy Director. Voluntary members form the Executive Board that meets monthly with NCVO management.

The facility comprises a preschool and a nursery. The nursery caters to children four months to two years, and the pre-school caters to children two years to four plus years. There are four classes in the pre-school, organised as follows:

- Bumblebees: 2 years of age;
- Sunflowers: 2 to three years;
- Tadpoles 3 to four plus years;
- Starfish: 4 years or more.

The Pre-School and Nursery followed the Cayman Islands Early Years Curriculum and had a wide variety of high quality learning resources to promote children's learning in the four early learning goals.

Key strengths

The inspection identified the following key strengths of Miss Nadine's Pre-School and Jack and Jill Nursery:

- There were a number of strengths in the planned programme to support aspects of the children's cultural and religious understanding;
- The effective partnership with The Pines Residential Home, which featured as a regular element of the children's programme and which promoted children's awareness of inclusion and others and facilitated strong inter-generational links, and;
- The well-resourced learning environment which supported children's curiosity, imagination and exploration.

Recommendations

The Board of Directors, Chief Executive Officer and the Pre-School Director should:

1. Improve the standards of children's achievement in the upper years classes and ensure that all staff demonstrate sufficiently high expectations for all children, particularly in their mathematical learning and their communication skills;
2. Further enhance the quality of teaching through a carefully focused programme of professional development for all staff and measured revision to assessment practices;
3. Improve the arrangements for transition and support for children with special educational needs, as identified in this report;
4. Implement a more regular and robust system for monitoring the quality of teaching and the curriculum;
5. Adjust staffing levels to help ensure that the Centre is compliant at all times, with Education Council requirements in relation to staff to child ratios.
6. Improve leadership and self-evaluation processes to ensure a more accurate and comprehensive assessment of areas requiring improvement.

Summary

Overall Evaluation - Weak

The overall performance of Miss Nadine's Preschool and Jack & Jill Nursery was weak because aspects of children's achievement related to mathematical understanding, verbal and symbolic communication, assessment practice, health and safety, support and guidance, leadership and self-improvement planning were judged to be weak.

Children's cultural experience and their awareness of and respect for their own religion were judged to be good.

Children's achievement in aspects of exploration, communication, well-being and respect was judged as satisfactory. Teaching, students' learning, curriculum, links with parents and the community and staff and the learning environment were also judged to be satisfactory.

Achievement

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

Children's movement was satisfactory because they had frequent and planned opportunities to develop their fine and gross motor skills. They did so both in class and outdoors. Classes were well resourced and so the children were able to use a range of tools such as scissors, paint brushes, sponges, crayons and dough to refine their fine motor skills. In the Starfish class, for example, children used dough to make figures, which represented characters from a well-known fairy tale. Others made simple models of their parents and family members. Larger chinks were available in the outdoor area and children gained confidence using the equipment to develop their early emergent writing skills. Outdoors, almost all the children displayed age-appropriate co-ordination using climbing apparatus, bikes and scooters. The outdoor area was used well by different staff to maximise opportunities for children to develop their movement skills within independent and guided activities.

The children's sensory perception was satisfactory because children were given regular opportunities to use their senses in active exploration of their environment. For example, the Tadpole and Bumblebee classes collected natural objects in the garden area including leaves, roots, stones and seashells. Using their senses, they were encouraged by staff to describe their findings. Children enjoyed listening to music and could join in a number of nursery rhymes and Christian choruses. However, there were insufficient planned music making and musical

movement opportunities within the programme. Outdoors, the children took part in activities that included swinging, riding, jumping and kicking balls. The youngest children in the Jack and Jill nursery enjoyed the sensory experience when they splashed and played with different toys in water. Staff working with the youngest children should ensure they consistently maximise eye-to-eye contact with the babies and more frequently promote the youngest children's vocalisations.

Children's scientific understanding was satisfactory. There was a range of scientific projects undertaken by classes. In Tadpoles, for example, the children observed the changes that occurred to a balloon when the teacher filled it with water. Other classes had grown plants and understood their need for water and sunlight to encourage growth. Children in the Starfish class used images of different reptiles to consider the habitat and adaptation of animals. Although there were hands-on practical scientific learning within the provision in the outdoor area, staff did not consistently promote children's skills in investigating, drawing conclusions and applying reflective thinking to inquiry based science tasks. Too often the science lessons were adult-led, imparting factual knowledge and not always assisting the children's acquisition of scientific skills.

Children's mathematical understanding was weak and children's mathematical achievement at the upper stages of the centre was well below expected levels for their age. Most of the children could identify numbers and count within the expected range for their age and stage. However, their assessment records and observations in classes during the inspection identified that the programme was too narrow and there were too few tasks across the day to support and extend children's wider mathematical learning. For example, children could identify from observation items that were heavy and objects that were light. However, staff did not provide play opportunities to consolidate or develop their skills in recording, categorisation, predicting and communicating mathematical concepts of weight, or measurement or data handling. In a number of classes mathematical tasks lacked context and purpose.

Technological understanding was satisfactory. Children were given regular opportunities to experiment with tools, materials and equipment. They used dough, paint and natural materials to express their ideas. Following a story about the three little pigs, the children in the Starfish class made pictures representing the houses made of sticks and straw. They understood the properties and disadvantages of the different materials chosen. In the younger classes, children used paint to represent their ideas but the materials available to them were not always appropriate to facilitate self-expression and creativity. Although the children had access to toy cameras and adults used I-Pads to record the children's achievements, there were too few focused information technology (IT) activities and resources in order to help further develop the children's early IT skills.

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

The children's sense of self was satisfactory because children demonstrated an age-appropriate understanding of their own rights and responsibilities. Most children were able to manage their own personal needs while developing independence and staff were vigilant in their care of all ages of children. The use of 'star of the week' helped promote children's self-esteem. In most classes, children were expected to help with practical class duties including clearing away toys and equipment following their use. This practice was not a consistent feature of all lessons and, at times, restricted space and variable staffing levels meant that children did not always demonstrate appropriate understanding of the limits and boundaries of acceptable behaviour. In Starfish class, within the home corner activities, children replicated real-life contexts and demonstrated age-appropriate awareness of the needs of others.

The children's understanding of their role and the roles of others in the community was satisfactory. The links with The Pines Residential Home for the Elderly, adjacent to Miss Nadine's Preschool, provided a regular and successful opportunity for the children to build relationships with people in the community. The children loved their friends at The Pines and enjoyed undertaking joint tasks with the residents and singing for them, when they visited. In other activities, in classes, children mainly responded with care and empathy towards their peers but a significant minority, quite frequently, found sharing and taking turns somewhat difficult. Staff did not plan tasks with sufficient focus upon the children's acquisition of such key social skills.

The children's understanding of the environment was weak. There were too few on-going class practices and projects by which children could learn to reduce, reuse and recycle to protect the local and natural environment. Children had planted seedlings in the school garden boxes and

the children in the Tadpoles class could explain what was needed to ensure healthy growth. Regular play opportunities in the outdoor area involved children exploring their natural environment. However, staff did not always promote the children's appreciation of their environment and environments around the world.

The children's cultural experiences were good and there was a focus in all classes upon Cayman wildlife, heritage and culture. In every classroom, staff had created a 'Cayman Centre' and this was equipped with images and resources to help children remember characteristic features of Cayman life. In the Sunflower class, for example, the children sang the national anthem and celebrated Queen Elizabeth's 93rd birthday. They could name the national bird and, in the Tadpoles and Starfish classes they were able to explain the recent apparent disappearance of green iguanas. Across the year special events were held which helped children gain an awareness of different cultures around the world. For example, an international day event was held and children wore national dress and celebrated the distinctive features of different cultures.

The children's awareness of and respect for their own religion was good. The children prayed before meals and snacks and there was frequent inclusion within the programme of the major Christian festivals and celebrations across the year. Children were told stories from The Bible and frequently sang choruses and religious songs accompanied with actions. At certain times in the year, the children participated in key events, which reinforced their knowledge of Christianity. There was scope for staff to widen the children's understanding of other world religions.

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

Children's verbal and symbolic communication was weak although activities such as shared reading and circle time supported children's emergent language skills. This was because all teachers did not purposefully and consistently use skilled questions or conversations to support

children to use a broad range of vocabulary. However, better practice was observed in the Bumblebees class where the teacher used open-ended questions effectively to support children to extend their answers and expand their vocabulary. Although staff were attentive to the infants' needs, there were too few instances where they consistently conversed with them during care activities such as feeding and diapering. In addition, staff did not always make effective use of non-verbal communication such as facial expressions, eye contact and gestures to support infants to develop their communication skills. The older children had a narrow range of vocabulary and a majority did not demonstrate fluency and clarity in their speech. In addition, a significant minority of the older children were unable to identify some letters of the alphabet correctly or pronounce simple sight words. The writing skills of a significant minority of the older children were below age-related expectations.

Children's listening skills were satisfactory as most listened attentively in a range of contexts. Almost all children actively participated in a variety of listening experiences. These included engaging in shared stories, listening to songs on I-Pads, following instructions and participating in role play with their peers. In addition, most demonstrated high levels of enjoyment and engagement in their learning, particularly when activities involved interactive storytelling, singing and dancing. A toddler in the Infants class demonstrated active listening and good processing of information during a story time activity. She touched the picture of an octopus in a storybook read by the teacher, vocalised the word and then touched an embroidered replica of an octopus on the teacher's shirt and again vocalised the word to the teacher's delight.

Children's creative expression was satisfactory as most enjoyed activities involving storytelling, music and art. In addition, most teachers structured opportunities for children to take on roles and to design and build various creations. For example, following the reading of the 'Three Billy Goats Gruff', children experimented with a range of materials including, paint, glue, paper, scissors, wooden clothes pins, Velcro blocks and other manipulatives to represent aspects of the story such as the bridge, the goats and the troll. Similarly, in a circle time activity which involved the story of the 'Three Little Pigs', children explored the texture of bricks, straws and sticks and then placed them in piles and attempted to 'huff' and 'puff' and 'blow them down'. The tactile experience as well as the use of role play effectively supported children's understanding of the concepts of rough and smooth and strong and weak. These activities not only promoted choice and independence in the children's learning but facilitated their creative expression. In other lessons, children engaged in spontaneous movements while they danced to music and sang along to songs on I-Pads. There was scope, however, to support children to demonstrate rhythmic patterns through the use of musical instruments that were readily available in the learning centres.

Children's appreciation of literacy was satisfactory because all children had access to a wide variety of books and there were guided and independent opportunities for children to interact with books daily. Almost all demonstrated appropriate book handling skills. Younger children were developing phonological awareness by naming and sounding out letters. However, a significant minority of the older children did not demonstrate awareness that letters represent speech sounds and so were unable to use phonic knowledge to pronounce simple words.

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

The way children made safe and healthy decisions as they discovered and learned about their bodies was satisfactory. A majority were developing age-appropriate understanding of how exercise and healthy eating promoted good health. All children participated in a variety of activities indoors and outdoors that promoted movement. In addition, most were able to communicate their bodily needs and all practiced good hygiene such as washing hands before meals.

Children's ability to identify and express their own feelings was satisfactory. A majority demonstrated a growing capacity to manage their emotions and cope with frustrations. Most teachers satisfactorily supported children to verbalise their feelings and explained the consequences of their actions in age-appropriate ways. Most children responded positively to teachers' instructions. However, a minority required additional support to manage their emotions appropriately. There was scope to further support these children to mediate and negotiate with their peers through the use of videos, stories, puppets and pictures.

The children's social skills were satisfactory. Most demonstrated an awareness of and concern for the safety of others and a majority demonstrated age-appropriate understanding of rules to keep themselves and others safe. For example, during a planned visit by the fire department during the inspection, a fireman asked the children what they would do if they saw a fire. Some immediately responded that they would call 911. Most children worked well together and teachers effectively used innovations such as 'Star Student' and 'Read Something about Us', to highlight and celebrate children's positive character traits such as thoughtfulness, caring, obedience and respect.

The children's aptitude for reflection was satisfactory. Most teachers structured opportunities for children to reflect on their learning through discussions during and after activities or events. In the Bumblebees class, the teacher effectively used the recap session at the end of the day to support the children to review the letter of the day, to practise sounding out the letter sound and to review examples of words that began with the letter 'B'. This successfully reinforced the children's learning. There was need for greater consistency in the use of reflection to support children to consolidate their learning.

Teaching, learning and assessment

Ensuring effective teaching to support children's learning	Evaluation
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Weak

The quality of teaching overall was satisfactory although there was some variability and inconsistency at times. Teachers planned sessions with reference to the Cayman Islands Early Years Curriculum. Tasks led by adults were prepared in detail but the various centre activities were less well planned. The balance between adult-directed and child-led learning in some classes required attention and further improvement. Relationships were nurturing and caring because staff were patient and kind in their interactions with children. Teachers made effective use of a wide range of resources to encourage practical and hands-on learning. In the most successful lessons children benefitted from clear direction from adults about behavioural expectations. In a few lessons, however, classroom management strategies were not well established and this lessened the pace of learning for a few in the class. Staff supported children well in most activities and were able to question and intervene appropriately to extend learning. At times, though, teachers did not have sufficiently high expectations and this minimised the pace of progress, particularly in key areas of the curriculum.

Learning was satisfactory. Children were often excited about their learning, particularly when staff took time to offer variety and challenge in the tasks and resources provided in class. For example, the visit from the fire service during the inspection successfully engaged all ages of children. They were keen to ask questions and linked their learning from previous classes to understand the materials used in their fire-fighters uniform. The children's learning was satisfactory because teachers made links wherever possible with real life experiences. At times, however, the children were passive because whole group activities involved too much teacher-talk and activities were over-directed by adults. Teachers and school leaders should review the balance of time across the school day to maximise learning opportunities and include sufficient time for children's reflection, independent exploration and active, practical learning.

Assessment practices were weak. Although staff worked diligently in completing records about the children in class, the information was not used effectively to meet the developing learning needs of the children. Staff kept profile records pertaining to children's achievement but these did not include a sufficiently broad range of information about the children's skills and knowledge in all four areas of the curriculum. For example, pieces of work were also kept but these were not always dated to show progress and did not consistently offer evidence of the children's achievement in aspects of their personal and social development. Staff issued end of

year reports to families and these included judgements about the children's achievement against key developmental milestones. These were not monitored with sufficient attention prior to issuance by senior staff. During classes there was scope for staff to make on-going adjustments to the children's activities to facilitate an improved pace of progress, particularly when children demonstrated confidence and competence in the areas being addressed.

Curriculum

Offering a curriculum that meets the educational needs of all children	Evaluation
Curriculum	Satisfactory

Provisions for the curriculum were satisfactory. The pre-school used the Cayman Island Early Years Curriculum and teachers' lesson plans reflected the early learning goals in the four focus areas of the curriculum. While there were no notable gaps in the curriculum, inspectors noted some imbalance in the planned experiences to promote children's learning in key areas of respect and well-being. Notwithstanding, most teachers capitalised on incidental learning opportunities to promote children's learning in these areas.

Enhancements to the curriculum included planned visits by external agencies such as the fire department; effective partnership with Food Revolution through the 'Seed 2 to Plate' initiative and weekly planned visits to The Pines Senior Citizens' Home. These activities provided rich and broad experiences that promoted children's understanding of the roles of community helpers. They built the children's relationships with people within the community and supported their growing awareness of how the environment provides for them. However, there was scope to extend children's awareness of conservation and sustainability by involving them in projects or activities that promoted reuse and recycling. Regular calendar activities such as International Day and Cayman Day effectively supported children's awareness of their own culture and other cultures around the world. As part of the curriculum review process, school leaders should ensure that the planned and delivered curriculum meets the needs of learners in all the early learning goals and effectively supports their transition to the next phase of their learning.

Safety and support

Keeping our children safe and always supported	Evaluation
Health and safety	Weak
Support and guidance	Weak

The arrangements for health and safety were weak because there were a number of features requiring improvement to meet national requirements. In particular, the ratio of staff to children was not, at certain times during the school day, compliant with Education Council guidance. The Principal and CEO had identified this and plans were in place to make the necessary adjustments to staffing in the new academic session. In addition, the location of toilet facilities outside three of the classrooms meant that members of staff had to leave their teaching area to accompany children that needed to use the bathroom facilities. This often left the class with an insufficient number of staff available to supervise the remaining children in attendance. The staff planned a number of school visits and excursions and these enhanced the curricular provision. However, there were insufficient pre-visit checks undertaken to minimise risk. Staff had completed First Aid and Child Protection training but records of attendance were not all available for scrutiny at the time of the inspection. Fire drills were undertaken every month and satisfactory certification from the Department of Environmental Health and Cayman Islands Fire Service had been issued within the last year. The fire extinguishers were due to be checked in May 2019. Staff were vigilant and caring in their supervision of children at all times. Cleaning records and monitoring of the implementation of the sanitation schedule required attention. Administrative staff managed access to the school site and maintenance of the premises was satisfactory.

Support and guidance was weak. The school did not keep appropriate records about children at risk and communication with various support agencies including social services, required improvement. The centre was welcoming and also inclusive. There were five children identified as requiring additional support in their learning. Only one of the five children had an individual education plan and that was not up to date. As a consequence, staff had insufficient guidance and direction regarding the most appropriate and effective strategies to use in supporting the identified children. The process from the time of referral to the actual implementation of support took far too long and documentation regarding the children was often incomplete or limited. Transition arrangements to support the children as they progressed into primary education were underdeveloped. Children did not always visit their new school in advance and, for those with special educational needs, there was insufficient preparation of staff and resources to ensure a smooth and positive transition.

Leadership and management

Leading and managing the centre and developing links with the community	Evaluation
Leadership	Weak
Self-evaluation and improvement planning	Weak
Links with parents and the community	Satisfactory
Staff and the learning environment	Satisfactory

Leadership was weak. There had been important changes to the leadership arrangements at Miss Nadine's Pre-School over the past year including the appointment of a new Chief Executive Officer. The school leaders advised that a further review of the leadership structure was planned to correct imbalances in the assigned responsibilities and the core job functions of key members of the management team which impacted their level of performance and accountability. Nonetheless, inspectors found that there were inadequate systems in place to support robust data management as well as insufficient oversight of key areas of the pre-school's provisions to support improvements. In addition, while job descriptions were available for staff, there was insufficient monitoring of the quality of teaching and learning across the pre-school. Notwithstanding, parents and staff made highly positive comments about the commitment and dedication of school leaders. Collegiate relationships were evident among the staff and the governing body supported the work of the school. Inspectors noted that the school leaders were receptive to constructive feedback and had begun the process of self-evaluation to inform improvement priorities with the explicit purpose of improving the quality of the children's learning experiences. There was need for the inclusion of a member with experience in education on the governing body to further support the pre-school's development priorities.

Self-evaluation and improvement planning were weak because of the absence of systematic and comprehensive arrangements to evaluate and monitor the work of the pre-school. In addition, there were no formal classroom observation tools to monitor the quality of teaching and learning and to inform professional development training needs for staff. Although the school leaders had undertaken a process of self-evaluation, it was insufficiently rigorous and was not accurately aligned to the Office of Education Standards' 'Successful Schools and Achieving Students' framework. Nonetheless, this was an important first step in a comprehensive review of the work of the pre-school. School leaders had already crafted a development plan to address some of the areas identified as requiring improvement. While the school leaders had satisfactorily addressed two of the four recommendations from the previous inspection, they had made insufficient progress in fully addressing the recommendations regarding aspects of the curriculum and teaching.

Links with parents and the community were satisfactory. The school leaders had well-established links with parents and supported parental engagement in the life of the pre-school through events such as an annual open house, 'Muffins with Mom', 'Donuts with Dads' and the staging of an International Day, where parents contributed to the creation of a rich, cultural experience for the children. There were plans in place to further engage parents in their children's learning with the introduction of a Booster Club for parents. The pre-school also had effective means of communicating with parents about the work of the school and their children's progress. These included monthly class newsletters, a Facebook page, daily checklists for toddlers, annual reports for all children and parents' handbooks which detailed information about the policies and procedures of the pre-school. The current website was outdated, but there were plans to revamp the National Council of Voluntary Organisations' website to include a parents' portal. Additionally, school leaders had brokered effective partnerships with local organisations to support the work of the pre-school. Noteworthy was the children's weekly visit to The Pines Senior Citizens' Home, which successfully promoted the children's awareness of inclusion and care for others while promoting inter-generational links. Meaningful connections were also established with local health professionals and Early Intervention team to provide support for children with special educational needs (SEND). However, there was potential to expand this support in the development of comprehensive individual educational plans for all SEND children. Partnerships with Food Revolution and other local businesses contributed significantly to the work of the school.

Staffing and the learning environment were satisfactory. Staff were appropriately qualified and retention levels were very high. Notably, three staff members had worked at the pre-school in excess of thirty years. The premises were not modern or well designed; the building was originally meant to serve as a foster home but was later repurposed to function as an early years centre. As a consequence, there were inherited challenges related to design, layout and space. For example, current bathroom arrangements required a staff member to accompany children to the toilets which affected staff to children ratios in the classrooms at given points in the day. In addition, the building was not wheel chair accessible throughout. Nevertheless, the pre-school had an extensive range of high quality learning materials including a wide variety of developmentally appropriate books to enhance students' learning. There was also a well-resourced outdoor play area with a wide range of play equipment to promote children's fine and gross motor skills.

Survey results

Thirty-eight parents and 18 staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Parents of children from all age groups completed the on-line survey in advance of the inspection. A majority of the parents were Caymanians and most had children attending the pre-school for less than a year. Most parents felt that their children were making good progress in all aspects of early communication. A majority expressed a view that their children were making good progress in mathematics, scientific and environmental understanding. Almost all stated that their children enjoyed attending nursery and that their children were safe and well cared for. A majority stated that the pre-school provided good support to students with special educational needs. A majority judged that communication was effective and timely. Most expressed that the school leaders responded to parental concerns and that informative reports were sent home. However, only a minority agreed that parents meetings were helpful and held regularly. In the comments section of the survey, concerns were expressed regarding the need for more regular information on children's progress and behaviour. Almost all parents felt the pre-school was well led and that their children were inspired to learn. Almost all expressed satisfaction with the quality of education provided by the pre-school and expressed that it had high quality resources to support children's learning.

Both teachers and support staff completed the survey. The majority of staff were Caymanian and most had worked at the school for three years or more. All staff felt that the pre-school provided opportunities for children's exploration, choice and independent learning and provided a safe and caring environment. A majority felt children's behaviour was good and that poor behaviour was dealt with effectively. Most staff expressed that they were knowledgeable regarding child protection arrangements and stated that the pre-school provided good support for children with special educational needs. Most expressed that they were involved in school improvement planning processes, but only a minority agreed that parents were well involved in the work of the pre-school or that parents meetings were well attended and helpful. Most staff judged the school to be well led. In the comments section of the survey, most made highly positive comments on the work of the pre-school and expressed that they enjoyed working there.

What happens next?

As the Office of Education Standards has judged the overall performance of the pre-school to be weak, there will be a follow-through inspection of Miss Nadine's Pre-School and Jack and Jill Nursery within six months of the publication of this report. The pre-school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2019

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

Response	Percentage	Count
Less than one year	91.67%	33
More than one year but less than three years	2.78%	1
More than three years	2.78%	1
	Answered	36
	Skipped	2

What is your nationality?

72.97% **27.03%**

Caymanian

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	56.76%	21
Agree	24.32%	9
Disagree	10.81%	4
Strongly Disagree	2.70%	1
I am unsure or unable to answer the question	5.41%	2
	Answered	37
	Skipped	1

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	27.03%	10
Agree	51.35%	19
Disagree	5.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.22%	6
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	32.43%	12
Agree	43.24%	16
Disagree	5.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.92%	7
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	64.86%	24
Agree	35.14%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	51.35%	19
Agree	43.24%	16
Disagree	2.70%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.70%	1
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	35.14%	13
Agree	37.84%	14
Disagree	5.41%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	21.62%	8
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	65.71%	23
Agree	25.71%	9
Disagree	2.86%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.71%	2
	Answered	35
	Skipped	3

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	69.44%	25
Agree	27.78%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	55.56%	20
Agree	38.89%	14
Disagree	0.00%	0
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	55.56%	20
Agree	33.33%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	4
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	16.67%	6
Agree	33.33%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	50.00%	18
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	60.00%	21
Agree	37.14%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.86%	1
	Answered	35
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	45.71%	16
Agree	45.71%	16
Disagree	2.86%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.71%	2
	Answered	35
	Skipped	3

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	54.29%	19
Agree	40.00%	14
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.71%	2
	Answered	35
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	31.43%	11
Agree	60.00%	21
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.57%	3
	Answered	35
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	22.22%	8
Agree	30.56%	11
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	44.44%	16
	Answered	36
	Skipped	2

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	42.42%	14
Agree	48.48%	16
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	3
	Answered	33
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	42.42%	14
Agree	36.36%	12
Disagree	12.12%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	3
	Answered	33
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	45.45%	15
Agree	33.33%	11
Disagree	12.12%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	3
	Answered	33
	Skipped	5

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	36.36%	12
Agree	42.42%	14
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.18%	6
	Answered	33
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	39.39%	13
Agree	45.45%	15
Disagree	9.09%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.06%	2
	Answered	33
	Skipped	5

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	18.18%	6
Agree	36.36%	12
Disagree	15.15%	5
Strongly Disagree	12.12%	4
I am unsure or unable to answer the question	18.18%	6
	Answered	33
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	33.33%	11
Agree	39.39%	13
Disagree	9.09%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.18%	6
	Answered	33
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	30.30%	10
Agree	33.33%	11
Disagree	6.06%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	30.30%	10
	Answered	33
	Skipped	5

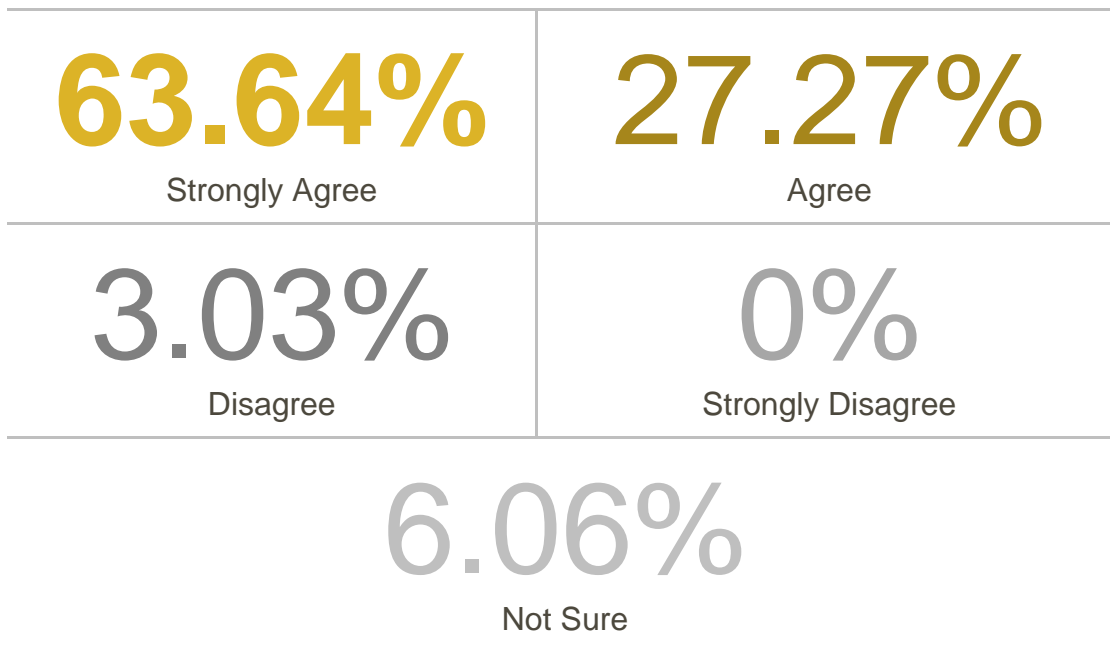
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	42.42%	14
Agree	51.52%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.06%	2
	Answered	33
	Skipped	5

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

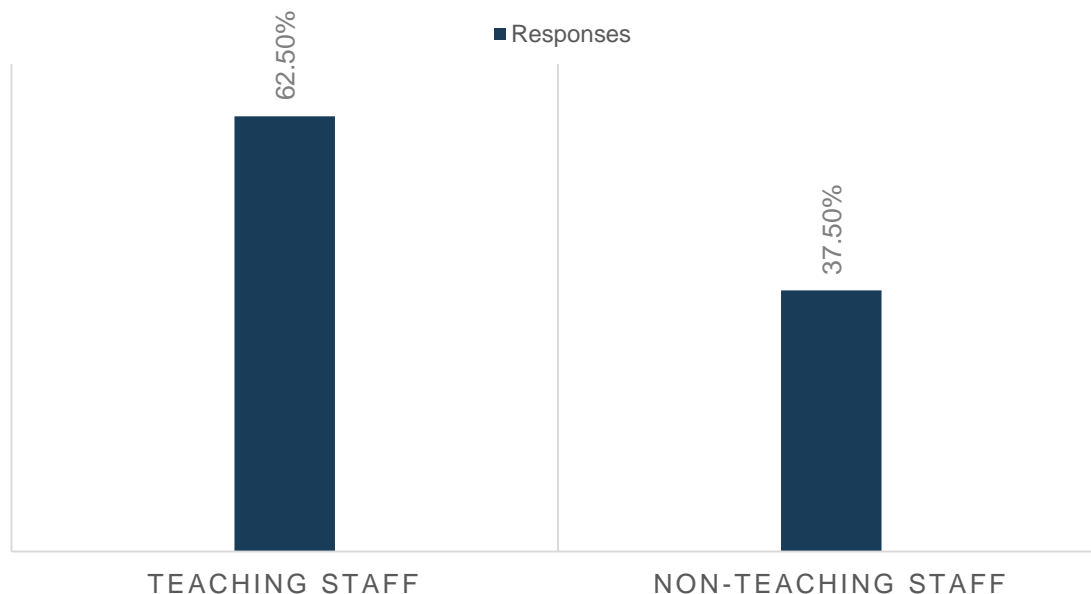
Response	Percentage	Count
Strongly Agree	48.48%	16
Agree	39.39%	13
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	3
	Answered	33
	Skipped	5

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



Response	Count
Answered	33
Skipped	5

Office of Education Standards | Staff Survey 2019

What is your role in the Centre?**How long have you worked at this Centre?**

Response	Percentage	Count
One year or less	11.76%	2
More than one year but less than three years	11.76%	2
Three years or more	76.47%	13
	Answered	17
	Skipped	1

What is your nationality?

52.94%

Caymanian

47.06%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	5.88%	1
Agree	58.82%	10
Disagree	29.41%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25.00%	4
Agree	62.50%	10
Disagree	6.25%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.25%	1
	Answered	16
	Skipped	2

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	16.67%	3
Agree	83.33%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	47.06%	8
Agree	52.94%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	38.89%	7
Agree	50.00%	9
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	55.56%	10
Agree	44.44%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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	61.11%	11
Agree	27.78%	5
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	55.56%	10
Agree	44.44%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	27.78%	5
Agree	61.11%	11
Disagree	0.00%	0
Strongly Disagree	5.56%	1
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	22.22%	4
Agree	66.67%	12
Disagree	11.11%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38.89%	7
Agree	44.44%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.67%	3
	Answered	18
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	27.78%	5
Agree	55.56%	10
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	2
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	16.67%	3
Agree	72.22%	13
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	38.89%	7
Agree	38.89%	7
Disagree	11.11%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	2
	Answered	18
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	5.56%	1
Agree	22.22%	4
Disagree	16.67%	3
Strongly Disagree	11.11%	2
I am unsure or unable to answer the question	44.44%	8
	Answered	18
	Skipped	0

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	47.06%	8
Disagree	23.53%	4
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	23.53%	4
	Answered	17
	Skipped	1

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	41.18%	7
Agree	52.94%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

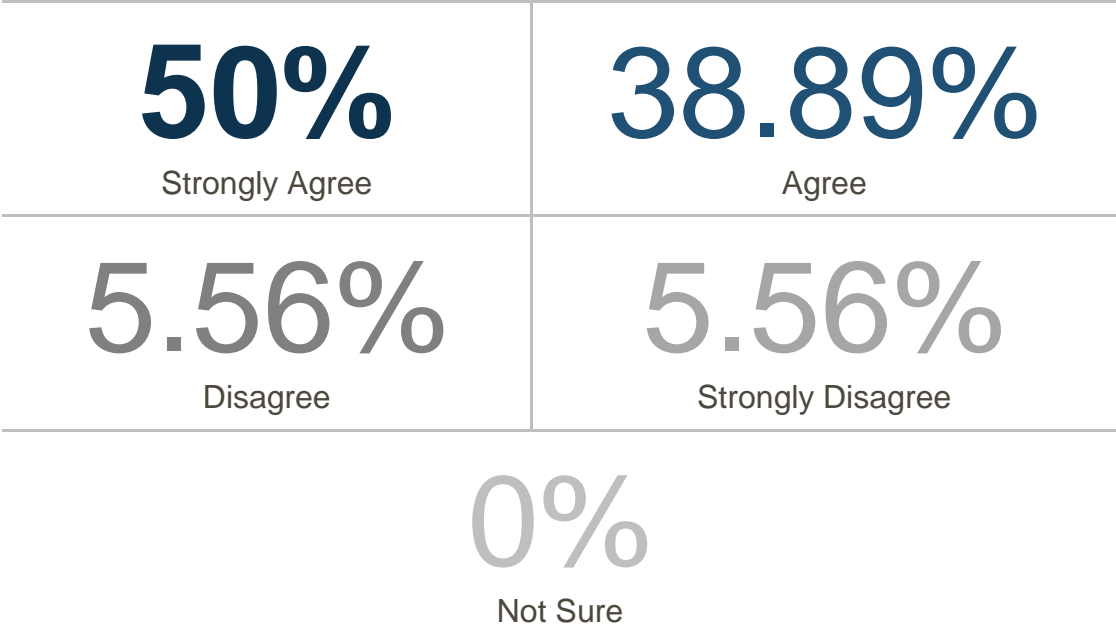
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	23.53%	4
Agree	64.71%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	27.78%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	2
	Answered	18
	Skipped	0

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



Response	Count
Answered	18
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.

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 Office of Education Standards website. Please use the following link to read our latest publications.
www.oes.gov.ky

