



CAYMAN ISLANDS GOVERNMENT

EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

RITE START DAY CARE & PRESCHOOL

OFFICE OF EDUCATION STANDARDS

SEPTEMBER 2019

Table of Contents

| | |
|---|----|
| Introduction | 4 |
| Information about the centre | 6 |
| Age range of children | 6 |
| The context of the centre | 7 |
| Key strengths | 8 |
| Recommendations | 8 |
| Summary | 9 |
| Achievement | 10 |
| Teaching, learning and assessment | 16 |
| Curriculum | 18 |
| Safety and support | 19 |
| Leadership and management | 20 |

Survey results22

Appendix 123

Appendix 233

Office of Education Standards42

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 the centre

| | |
|---|--|
| Name of ECCE centre | Rite Start Day Care & Preschool |
| Address | 1548 Shamrock Road PO Box 1365, Savannah Grand Cayman, KY1-1504 |
| Telephone | 345-945-3432 |
| E-mail address | <u>ritestartcayman@hotmail.com</u> |
| ECCE centre website | N/A |
| Name of manager | Grace Langley & Aysha Munroe |
| Name of owner (If different from manager) | Grace Langley |
| Centre's hours of operation | 7am -6pm |
| Number of children on roll | 43 |
| Number of teaching staff | 6 |
| Number of support staff | 4 |
| Date of last inspection | June 2013 |

Age range of children

| Age Range | Number of boys | Number of girls | Total |
|-----------------------|-----------------------|------------------------|--------------|
| 0 – 12 months | 0 | 3 | 3 |
| 12 -18 months | 4 | 0 | 4 |
| 18 - 36 months | 7 | 4 | 11 |
| 36- 48 months | 16 | 9 | 25 |
| Total | 27 | 16 | 43 |

The context of the centre

Rite Start Day Care and Preschool began operations in February 2013. The preschool caters to children three months to four years and is located on Shamrock Road in Savannah, Grand Cayman. There are currently 43 children enrolled. The pre-school's opening hours are 7am to 6pm.

Rite Start Day Care and Pre-school is owned by Ms Grace Langley. Ms Langley and Ms Munroe are the directors in charge of the preschool. There are 10 staff members. Adult-child ratios meet Cayman Islands Education Council guidelines. There is a lead teacher and a shift co-ordinator. The lead teacher has a degree in early childhood education and other staff members have varying qualifications, ranging from a degree or diploma in early childhood education to the National Council on Technical and Vocational Education and Training (NCTVET) qualification in early childhood education.

Rite Start Day Care and Preschool uses the Cayman Islands Early Years Curriculum organised in themes and sub-themes and these also include seasonal and cultural topics.

Key strengths

Inspectors identified key strengths of Rite Start Day Care and Preschool as follows:

- The preschool had a strong Christian ethos and all children and staff enjoyed regular opportunities to participate in worship;
- Staff were warm, caring and affirming in their interactions with children;
- The directors demonstrated strong commitment to improving the work of the centre.

Recommendations

To improve the quality of education offered at Rite Start Day Care and Preschool, the directors should:

- Raise children's achievement in areas of learning as identified in this report;
- Improve the quality of teaching across the preschool and ensure that there is a more appropriate balance of adult-directed activities and child-centred learning;
- Improve assessment practices so that teachers use assessment data more effectively to plan appropriate learning activities for children;
- Review arrangements for admission and the available learning environment, so that the centre is fully compliant with the Cayman Islands Education Council guidelines;
- Build on the centre's current self-evaluation arrangements to develop leadership and identify more accurately the priorities for future improvement.

Summary

Overall Evaluation - Weak

Overall, the performance of Rite Start Day Care and Preschool was judged to be weak. This was because a majority of the quality indicators were judged to be weak. These included;

- Children's achievement and progress in key areas of the curriculum, including elements of respect, well-being, communication and exploration;
- Teaching, learning and assessment;
- Leadership, self-evaluation and improvement planning and staffing and the learning environment.

The preschool received satisfactory judgements for:

- Children's achievement and progress in aspects of exploration and respect;
- Curriculum;
- Health and safety;
- Support and guidance;
- Links with parents and the community.

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. | Weak |

Children's movement was satisfactory because staff provided frequent and planned opportunities to develop their fine and gross motor skills. Timetabled sessions for outdoor and indoor learning helped ensure regular access to resources to support this aspect of the children's learning. Children made use of a range of tools such as paint brushes, manipulatives, magnifiers and crayons. For example, the Sunbeam class used different apparatus to make simple models of their families. The equipment used in the outdoor area facilitated different movement opportunities including climbing, swinging, balancing and jumping. Resources available in the different classes supported the children's development of fine motor skills but there was a need to widen the range of equipment and access to further support children's skills and independence as learners.

The children's sensory learning was satisfactory because children were given sufficient opportunities to use their senses in various contexts throughout the nursery day. Starting with the youngest children, in the Shooting Stars class, staff used sounds and visual cues to encourage vocalisation. The warm and positive relationships between staff and children at this

stage promoted children’s receptive language and use of the senses. At all stages, staff made use of songs and rhymes to promote children’s listening. During morning worship, all of the children clapped, moved and joined in singing Christian choruses. Staff planned an appropriate range of activities to support children’s sensory learning but there was scope, particularly in the Little Tots and Busy Bees classes, for staff to more effectively promote children’s use of descriptive vocabulary when exploring using their senses.

Children’s scientific understanding was satisfactory. There was a suitable range of scientific projects undertaken by classes. For example, children in the Busy Bees class were helped to mix different colour paints and encouraged to observe different outcomes. Similarly, in the Little Tots class, working in a large group, the children explored floating and sinking. Evidence from the last academic year indicated that the children had also learnt about plants and the factors which affected their growth. Overall, children’s knowledge and understanding about scientific facts was age-appropriate. However, too often, science lessons were adult-led, with staff imparting scientific knowledge and not consistently facilitating the children’s acquisition of scientific skills such as observation, prediction and recording. Staff did not make sufficient use of incidental opportunities for learning including, for example, the sudden appearance of caterpillars in the outdoor area adjacent to the classroom.

Children’s mathematical understanding was weak as there was a need to broaden the range of mathematical activities offered across a typical week or unit of work. Evidence from the previous academic session demonstrated that most of the oldest children were able to identify numbers and they could complete simple addition and subtraction. However, across all classes, there were too few opportunities for the children to participate in practical tasks which developed their understanding of measures, shape, space or data handling. Furthermore, mathematical learning observed during the inspection lacked context and purpose. The children were too often required to complete low-level activities which offered insufficient challenge. Children were infrequently required to develop their skills in recording, categorisation, prediction and communication within the context of play activities.

Technological understanding was weak. Children were given access to a selection of media, such as paint and dough but their opportunities for self-expression were limited. In addition, the range of tools provided was not always sufficiently diverse to help promote age appropriate skills. For example, the children were given paints and paint brushes by adults and were rarely offered an opportunity to choose from a selection to best fit the task in hand. Adults did not effectively promote the children’s independence or responsibility for learning and this limited the children’s opportunities for creativity, self-expression and exploration. Children’s use of information technology was also under developed.

| RESPECT | Evaluation |
|---|-------------------|
| Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities. | Weak |

| | |
|---|---------------------|
| Others: Children understand how their role and the roles of others impact the community. | Weak |
| 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. | Satisfactory |
| Religion: Children have an awareness of and respect for their own and other religions. | Good |

Children's sense of self was weak. There were limited opportunities for children to develop a positive sense of who they are and an understanding of their own rights and responsibilities. Although there were resources to assist in the development of this area, there were insufficient discussions of routines and behavioural expectations in most of the classes. In addition, useful initiatives such as 'student of the week' and the issuing of responsibility badges were not successfully implemented across the Centre. Toys and resources were not labeled well to support children in making choices and becoming aware of print. In addition, learning centres were not established to allow children to make personal choices. Most lessons observed were adult directed with children responding all at once rather than taking turns.

Children's understanding of how their role and the roles of others impacted the community was satisfactory. Children were given opportunities to interact with people in the community through visits to the centre by community officers and participation in field trips, sports day, and family fun days.

Children's learning about the environment was weak. There were a few craft items available but children lacked regular opportunities to recycle in their learning environment. There was scope to introduce planned opportunities for recycling such as the introduction of labeled containers to collect materials that children could use in art, craft and other activities. There were too few opportunities provided for the children to participate in environmental projects such as cultivating a grow box or caring for animals.

Children's learning about their culture was satisfactory. There was evidence of visits to cultural sites such as the Cayman Turtle Centre and the Pedro St. James Great House. Visits to the centre by community officers had taken place in the last academic session and an elderly Caymanian had demonstrated local craft skills. This helped support children's cultural awareness. There was evidence of a prior project work about the Cayman Islands and children had performed the national song at a recent special event.

Children’s awareness and respect for religion was good. Most children demonstrated strong awareness and respect for religious practices across the centre. For example, all children respectfully participated in devotions each morning and readily said grace before each meal. Pastors were invited to share in staff devotions throughout the year.

| 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. | Weak |
| Creative Expressions: Children experience and develop an appreciation for various forms of art from a variety of cultures. | Weak |
| Literacy: Children demonstrate an understanding that symbols are used to represent ideas. | Satisfactory |

Children’s verbal and symbolic communication was weak because most staff were not always intentional in the use of questions or conversations to support children’s emerging language development. Although staff satisfactorily supported infants’ non-verbal communication using gestures and facial expression, there were too many instances where older children were not effectively supported to talk about what they were doing through guided questioning. In addition, staff did not consistently use occasions such as snack and lunch times to engage children in purposeful conversations. Furthermore, staff’s use of low level questions did not encourage children to expand their answers and widen their vocabulary.

Listening was weak. Although all children participated in a variety of listening experiences such as stories, nursery rhymes and circle time activities, the majority were not attentive and most did not respond appropriately to questions. In addition, off task behaviour of a minority affected the quality of children’s listening experiences. There were limited opportunities to support listening in a variety of contexts such as the use of musical instruments and nature walks. Inspectors observed better examples of active listening among the infants.

Creative expression was weak. There were limited opportunities across the preschool for children to engage in dramatic play. Although children listened to stories there were no planned opportunities for them to recreate roles and act out experiences. With the exception of the

infants, there were limited opportunities for children to experiment and extend self-expressions through music and dance. While the youngest children used homemade shakers to experiment with sound, the older children did not utilise musical instruments such as tambourines, triangles and drums to explore rhythmic patterns. The displays of children’s art work in some classes reflected the narrow focus of creative expression across the preschool.

Literacy was satisfactory. Children participated in shared stories during circle time. A majority interacted with books and demonstrated good book handling skills. The infants had a good selection of age-appropriate resources including soft, cloth books. However, across the preschool there were no attractive reading areas to encourage children’s constant engagement with books and cultivate their love of reading. The older children benefitted from phonics lessons that promoted the development of their emerging literacy skills.

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

Children’s understanding of healthy lifestyles and the programme available to the children were judged to be weak. Expectations were not sufficiently high and, as a consequence, the children were not given sufficient opportunities to make healthy choices or take age-appropriate responsibility for their own self-care or feeding. For example, all children were required to sleep at set times, even if they did not wish to do so. All children were taken to the toilet at prescribed times because, due to the physical layout of the setting, they were not able to access the facilities independently. At break and lunchtimes it was noted that children were not provided with sufficient opportunities to gain growing independence because they were fed by staff. This often led to long periods of inactivity as children waited in turn either to be fed or for adults to finish clearing away resources. In the Shooting Stars class, however, staff were attentive and caring, using praise appropriately when children successfully communicated their needs or preferences.

Children’s emotional development was weak because the arrangements to manage children’s behaviour, particularly in the Tiny Tots and Busy Bees classes, required improvement. Although it was early in the academic year, staff in these classes had yet to establish good routines to help the children self-regulate, manage change, accept challenges and cope with frustrations. At times, the quality of learning in two of the four classes was

adversely affected by unsatisfactory noise levels as children shouted out and also cried. Staff required support to improve their classroom management skills and ensure a learning environment conducive to the promotion of the children's emotional and social skills.

The children's social skills were weak. Staff provided opportunities for collaboration and also for learning in larger groups. They did not, however, in two of the four groups, manage children's behaviour with sufficient skill to help ensure positive interactions and co-operation at all times. Although there was an agreed code of behaviour in different classes this was rarely used or referred to by staff to explain expectations to the children. A few children in the Tiny Tots and Busy Bees classes lacked concern for the safety and well-being of their peers. As a consequence, staff spent a significant amount of time minimising the impact of their behaviours. In the Sunbeams class, however, children's social skills were more advanced and were promoted well.

There were too few opportunities for children to reflect on their learning experiences. The children's skills and the current programme were judged to be weak. Inspectors noted that staff were frequently engaged in organisational and management matters and did not encourage reflection during or after tasks with sufficient regularity. In the Sunbeams class though, where children were learning about families, the teacher encouraged reflection on the roles of different members of the family. This helped the children express their emotions and appreciation for their parents. At all stages, however, staff did not make good use of incidental opportunities to reinforce expectations and facilitate the children's resilience in dealing with day-to-day and unexpected challenges.

Teaching, learning and assessment

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

The quality of teaching was variable across the preschool and was judged as weak overall. Although most staff demonstrated satisfactory subject knowledge and lesson planning was a feature of the programme, a majority of the staff did not manage the learning environment effectively to ensure that all children made good progress in their learning. For example, routines were not yet well established across classes, and staff did not always manage transitions effectively. Furthermore, activities were largely teacher directed and in many instances, children's activities did not involve investigation and exploration to promote their critical thinking skills. Staff needed to plan more effectively to meet children's needs whether by introducing new experiences, changing routines or rearranging the learning environment. Staff also needed to develop their practice further to support children's emerging literacy and numeracy skills in meaningful contexts. There was scope to use social occasions such as lunch and snack times as well as care routines to better promote the development of children's communication skills. Notably, inspectors observed that staff in the infants' class were confident play partners who enriched the learning experiences of the infants through song, music and gestures.

Learning was weak. Although some children had positive attitudes to learning and demonstrated high levels of engagement when tasks were interesting or matched appropriately to their needs, a majority did not always demonstrate positive behaviour for good learning. In two classes in particular, the lack of established routines resulted in many instances of poor behaviour. As a consequence, the staff spent a lot of time managing low-level disruptions and redirecting children instead of supporting their positive learning experiences. Children were not consistently supported to think critically or find things out for themselves. A notable exception was an activity in the Sunbeams class where children used a magnifying glass to explore ant families outdoors and discussed and made connections with their own families. Of note, children had no opportunities to learn from information technology. In addition, due to the absence of established learning centres, most children did not have ready access to learning resources in the classrooms to promote autonomy and choice in their learning.

Assessment was weak because there was no common assessment policy across the preschool and staff did not use assessment information effectively to plan next steps in children's learning. Although staff used a range of assessment documents including anecdotal information, on entry

check lists and developmental checklists, there was no consistency in assessment practices across the year groups. For instance, assessment practices were underdeveloped in the classes with the younger children. The preschool did not use learning portfolios to record evidence of children's achievements in the four areas of the early years curriculum over time. Children's work samples were sent home at the end of the month. Although staff knew their children well, this information was not used to design tasks to challenge higher achieving children or support and scaffold others as needed. As a consequence, activities were not always well suited to the needs of individual children. Furthermore, staff did not use assessment information to make improvements to the environment, interactions or activities in order to meet children's learning needs.

Curriculum

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

Curriculum was satisfactory. The preschool used the Cayman Islands Early Years Curriculum. The curriculum was organised using themes and sub-themes linked to the learning goals in the four focus areas of the curriculum. These were further developed around topics including seasonal and cultural events. In addition, the preschool broadened children's experiences through planned opportunities such as field trips, cultural celebrations, sports day and visits by resource persons throughout the school year. There was evidence of curriculum review as there were plans to introduce music which will be facilitated by a visiting specialist. There were however, imbalances noted in the emphasis on certain areas of the curriculum. In addition, the current timetabling arrangements and inefficient transitions did not ensure sufficient emphasis on teaching and learning activities during the course of the day. There was also scope for staff to include further activities to help raise children's environmental awareness, including for example, additional opportunities for recycle and reuse.

Safety and support

| Keeping our children safe and always supported | Evaluation |
|---|---------------------|
| Health and safety | Satisfactory |
| Support and guidance | Satisfactory |

Arrangements for health and safety were satisfactory. Staff were vigilant and caring and this helped ensure children's safety during their time at day care and preschool. All staff had recently received first aid training and were knowledgeable about child protection policies and practice. The preschool had an up-to-date certificate from the Cayman Islands Fire Service and also from the Department of Environmental Health. Fire drills were held regularly but the records that were kept were not sufficiently comprehensive or detailed. Signage around the classes required improvement to provide guidance for new staff and visitors regarding evacuation procedures. The preschool benefitted from CCTV, which assisted with site security. There were appropriate arrangements for access to the premises. Although the overall arrangements for health and safety were appropriate, the preschool was not compliant with Cayman Islands Education Council guidance in relation to the number of children registered in each class. For example, certain rooms were not large enough for the number of children on roll. Similarly, the managers of the preschool needed to review the layout of the room for the youngest children to maximise floor play space and meet the Cayman Islands Government requirement relating to the space between cots.

Support and guidance was satisfactory. Across all stages of the preschool, staff were caring and positive in their relationships with children. They knew the children well even though it was quite early in the academic year. In the Shooting Stars class, for example, children were greeted with affection at the start of the school day and all staff were alert to the children's physical and emotional needs. All staff showed respect for children of different ages and demonstrated appropriate care and attentiveness to those who had recently joined the Preschool. The director monitored attendance and any irregularities were addressed through discussions with parents. There was scope for improvement in the arrangements to monitor children's achievement, as assessment practices varied from class to class and staff did not undertake a sufficiently comprehensive range of activities to check progress. Children with special educational needs were admitted into the preschool but links with relevant professional agencies required improvement to ensure staff were informed of appropriate strategies to support children and their parents.

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 | Weak |

Leadership was weak. Although the directors demonstrated commitment to improving children’s learning experiences, there had been insufficient focus on self-evaluation and improvement planning. However, the roles of staff were clearly defined and there was allocation of leadership responsibilities to build the capacity of staff. Inspectors also noted that relationships among staff were positive. Performance management systems were in place but staff appraisals were not completed regularly and lesson observations were mainly informal. As a consequence, the leaders had achieved limited impact on driving improvements in the quality of teaching and learning. While school leaders demonstrated capacity to make required improvements, they were not always sufficiently proactive in analysing the centre’s performance in a systematic way and using the results to action improvements.

Self-evaluation and improvement planning was weak. The directors had recently developed a self-improvement plan, but they did not yet have an accurate understanding of the centre’s strengths and weaknesses. The self-evaluation was not sufficiently rigorous or fully aligned to the ‘Successful Schools and Achieving Students’ framework. Consistent monitoring and accurate evaluation of the preschool’s performance including teaching and learning was not yet a feature of the centre’s practice. Although the preschool had made satisfactory progress in addressing the recommendations from the previous inspection report, there were lapses in continuity of practice in some areas. Since the preschool’s improvement plan was recently developed, progress towards meeting agreed targets for improvement was not yet evaluated, so there was no evidence of its impact. It is important to note that suggestions made over the course of the inspection were implemented quickly. For example, the suggestion to organise breakfast and lunch so the toddlers as part of their growing independence could start feeding themselves was implemented in a timely manner.

Links with parents and the community were judged as satisfactory. Meaningful links were established with parents through mechanisms such as welcome folders, monthly newsletters, e-mails, and day-to-day greetings. There was also evidence of parental involvement in the work of the preschool. Parents had offered time and donated resources to improve the preschool. Donations had included improvements to the facilities and additional resources. Although only a

minority of parents had responded to the on-line survey, almost all of those who responded expressed satisfaction with the quality of provision. The staff issued termly reports to parents on the children's accomplishments and parents meetings were held bi-monthly. There were positive links with the Seventh Day Adventist Church, Savannah Primary School, local banks and other entities. Visits by fire and police officers, nurses and members of the community enriched the children's experiences.

Staffing and the learning environment were judged as weak. The teaching staff was appropriately qualified and there was a suitable number of support staff to facilitate learning, In addition, retention levels were high. However, the preschool was housed in a repurposed building and the design and layout did not readily facilitate flexible and imaginative use of space and resources. For example, as a result of space constraints, learning centres were not established in the classrooms to promote choice and autonomy in the children's learning. In addition, the building layout resulted in the classroom that accommodated the two-year olds being used as a main thoroughfare and this resulted in frequent disruptions to teaching activities over the course of the day. Information technology and technological resources were underdeveloped.

Survey results

Eight parents and 3 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. The response to the parents' survey was low but parents' comments about the preschool's provisions were positive. Almost all parents were Caymanians and most had children attending the preschool for more than a year. All parents felt that their children were making good progress in all aspects of early communication. Most expressed that their children were making good progress in mathematics, scientific and environmental understanding. All shared that their children enjoyed attending and that their children were safe and well cared for. A majority stated that the preschool provided good support to students with special educational needs. All respondents expressed that communication was effective and timely. All expressed that the school leaders responded to parental concerns and that information was provided regarding plans for the centre. All expressed that they received regular information about their children's progress and achievement. All expressed satisfaction with the quality of education provided by the preschool.

Staff response to the survey was also low. Only three staff completed the staff survey prior to the inspection. All had worked at the school for three years or more and are non-Caymanian. Majority agreed that the preschool provided opportunities for children's exploration, choice and independent learning and provided a safe and caring environment. A majority indicated that children's behaviour was good and almost all indicated that poor behaviour was dealt with effectively. All staff expressed that they were knowledgeable regarding child protection arrangements and a majority stated that the preschool provided good support for children with special educational needs. A minority expressed that they were involved in school improvement planning processes. A majority indicated that parents were involved in the work of the preschool and that parents meetings were well attended and helpful. A majority of staff judged the preschool to be well led. In the comments section of the survey, respondents made highly positive comments regarding the work of the preschool.

What happens next?

As the Office of Education Standards has judged the overall performance of Rite Start Day Care and Preschool to be weak, there will be a follow-through inspection of the preschool within six months of the publication of this report. The preschool 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 | 0.00% | 0 |
| More than one year but less than three years | 71.43% | 5 |
| More than three years | 28.57% | 2 |
| | Answered | 7 |
| | Skipped | 1 |

What is your nationality?

100%

Caymanian

0%

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 | 50.00% | 4 |
| Agree | 50.00% | 4 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

My child is making good progress in mathematical understanding.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 50.00% | 4 |
| Agree | 25.00% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 25.00% | 2 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 37.50% | 3 |
| Agree | 50.00% | 4 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 12.50% | 1 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 100.00% | 8 |
| Agree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 87.50% | 7 |
| Agree | 12.50% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 37.50% | 3 |
| Agree | 50.00% | 4 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 12.50% | 1 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 75.00% | 6 |
| Agree | 25.00% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

My child enjoys coming to the Early Years Centre.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 87.50% | 7 |
| Agree | 12.50% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

My child is inspired to learn.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 75.00% | 6 |
| Agree | 25.00% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 62.50% | 5 |
| Agree | 37.50% | 3 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 37.50% | 3 |
| Agree | 37.50% | 3 |
| Disagree | 12.50% | 1 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 12.50% | 1 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 100.00% | 8 |
| Agree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 87.50% | 7 |
| Agree | 12.50% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

My child is treated fairly at the Early Years Centre.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 87.50% | 7 |
| Agree | 12.50% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 62.50% | 5 |
| Agree | 37.50% | 3 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 37.50% | 3 |
| Agree | 12.50% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 50.00% | 4 |
| | Answered | 8 |
| | Skipped | 0 |

The Early Years Centre is well led.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 100.00% | 8 |
| Agree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 62.50% | 5 |
| Agree | 37.50% | 3 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 87.50% | 7 |
| Agree | 12.50% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

The Early Years Centre responds appropriately to parental concerns.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 75.00% | 6 |
| Agree | 25.00% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 50.00% | 4 |
| Agree | 50.00% | 4 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

Parent meetings are helpful and they are held regularly.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 50.00% | 4 |
| Agree | 50.00% | 4 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 37.50% | 3 |
| Agree | 25.00% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 12.50% | 1 |
| I am unsure or unable to answer the question | 25.00% | 2 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 37.50% | 3 |
| Agree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 62.50% | 5 |
| | Answered | 8 |
| | Skipped | 0 |

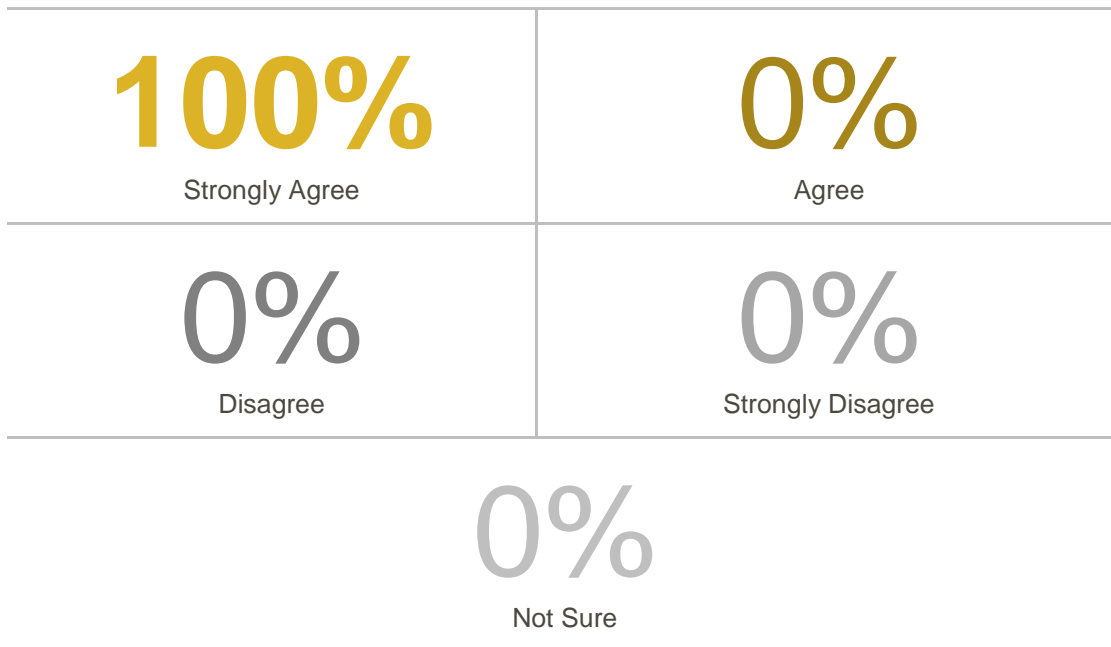
The Early Years Centre has appropriately qualified and suitably skilled staff.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 75.00% | 6 |
| Agree | 25.00% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 87.50% | 7 |
| Agree | 12.50% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 8 |
| | Skipped | 0 |

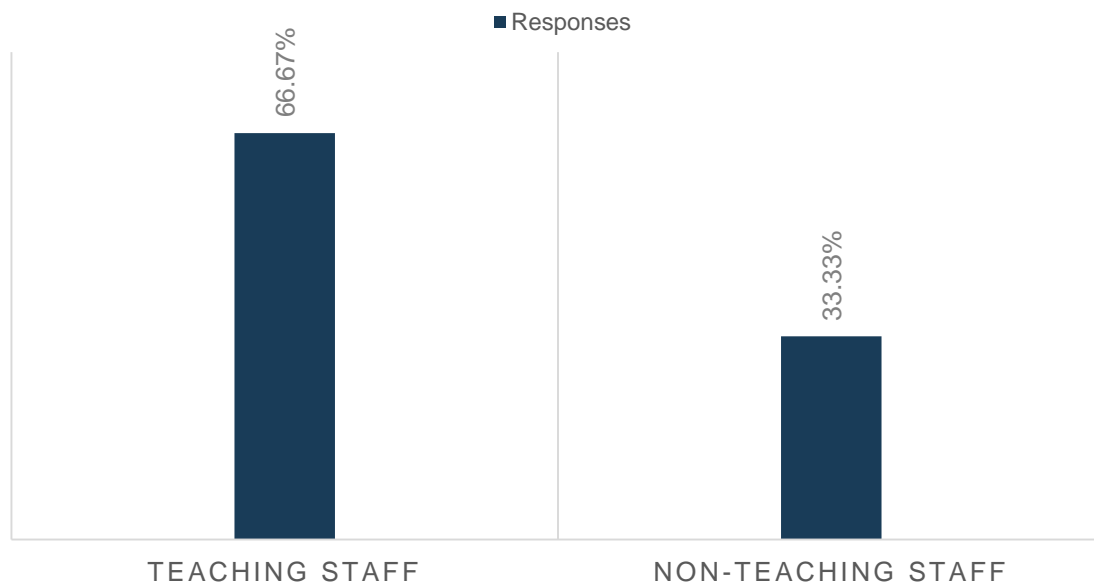
Overall, I am satisfied with the quality of education provided at the Centre.



| Response | Count |
|-----------------|----------|
| Answered | 8 |
| Skipped | 0 |

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 | 0.00% | 0 |
| More than one year but less than three years | 0.00% | 0 |
| Three years or more | 100.00% | 3 |
| | Answered | 3 |
| | Skipped | 0 |

What is your nationality

0%

Caymanian

100%

Non-Caymanian

The behaviour of most children in the Centre is good.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 0.00% | 0 |
| Agree | 66.67% | 2 |
| Disagree | 33.33% | 1 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 66.67% | 2 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

There are good assessment systems in the Centre.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 0.00% | 0 |
| Agree | 66.67% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | 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 | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

The Centre helps children to choose a healthy life style.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | 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 | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

Children are treated fairly at this Centre.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

The Centre deals effectively with incidents of poor behaviour.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 66.67% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | 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 | 33.33% | 1 |
| Agree | 66.67% | 2 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

The Early Years Centre is well led.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 33.33% | 1 |
| | Answered | 3 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 0.00% | 0 |
| Disagree | 33.33% | 1 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

The Centre effectively supports my continuing professional development.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 66.67% | 2 |
| Agree | 0.00% | 0 |
| Disagree | 33.33% | 1 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

Parent teacher meetings are well attended and helpful.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

Parents are effectively involved in the work of the Centre.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 0.00% | 0 |
| I am unsure or unable to answer the question | 33.33% | 1 |
| | Answered | 3 |
| | Skipped | 0 |

The Centre enjoys good links with the wider community.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 0.00% | 0 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 33.33% | 1 |
| | Answered | 3 |
| | Skipped | 0 |

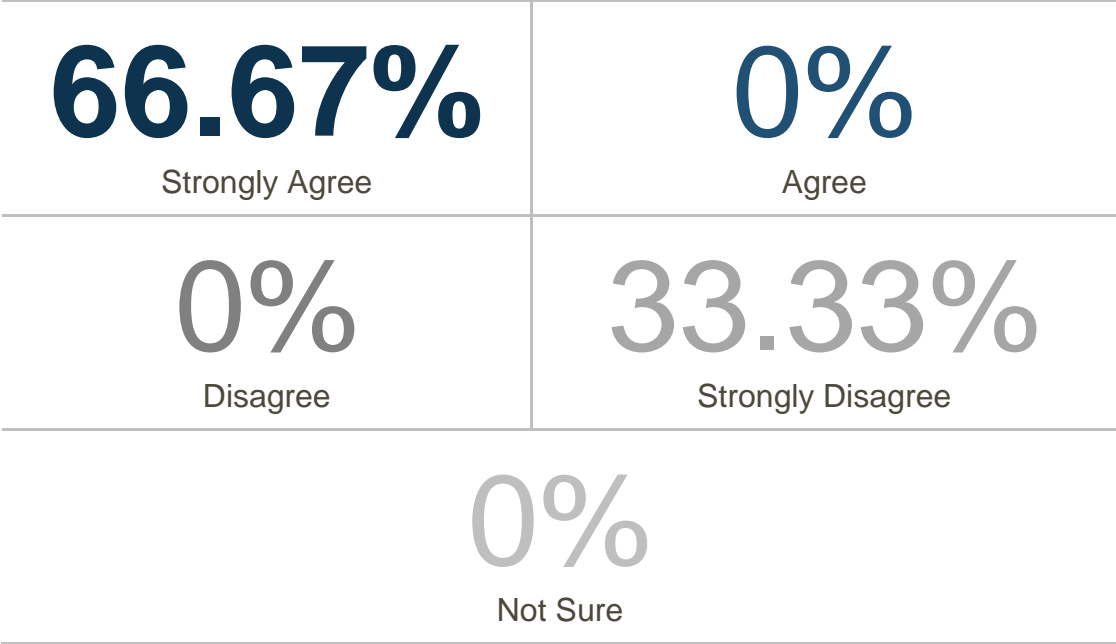
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 66.67% | 2 |
| Agree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

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

| Response | Percentage | Count |
|--|-----------------|----------|
| Strongly Agree | 33.33% | 1 |
| Agree | 33.33% | 1 |
| Disagree | 0.00% | 0 |
| Strongly Disagree | 33.33% | 1 |
| I am unsure or unable to answer the question | 0.00% | 0 |
| | Answered | 3 |
| | Skipped | 0 |

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



| Response | Count |
|----------|-------|
| Answered | 3 |
| 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 Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

