

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT
November 2022



Rite Start Preschool

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INTRODUCTION

INSPECTIONS OF EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

As determined by Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, government officers and Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Children 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:





- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.



INTRODUCTION

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

The four levels are defined as follows:

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

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

All	The whole – as used when referring to quantity, extent, or duration	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than half	15% to 24%
Few	Up to 15%	0% to 14%









SCHOOL INFORMATION

General information

	Centre name	Rite Start Preschool
	Address	1548 Shamrock Road, Savannah Grand Cayman
	Telephone number	345-945-3432
	Website	None
	Name of the Director	Ms. Grace Langley
	Date of this inspection	November 2022
	Date of the last inspection	September 2019





Children

	Number of children on roll	44
	Age range of the children	3 months to 4 years
	Grades or year groups	As above
	Number of Caymanian children	29
	Number of children with special educational needs	6
	Largest nationality group of children	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	3
	Number of teaching assistants	5
	Teacher-student ratio	1:5
	Teacher turnover	10%

Curriculum

	Main curriculum	Cayman Islands Early Years Curriculum Framework
	External tests and assessments	None
	Accreditation	None





School inspection overall performance history

Cycle 1 Inspection		 Weak
Cycle 2 Inspection		 Satisfactory



PERFORMANCE STANDARDS




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

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



PERFORMANCE STANDARDS

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

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▲
3.2 Learning	 Satisfactory	▲
3.3 Assessment	 Satisfactory	▲







PERFORMANCE STANDARDS

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

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





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

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



PERFORMANCE STANDARDS

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

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



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The preschool had a welcoming ethos. Teachers were nurturing and affirming in their interactions with children and were responsive to their personal and learning needs
- Children's achievement in aspects of exploration was judged as good.
- Children's self-care skills and healthy eating were positively encouraged and promoted.
- The children had regular access to large natural outdoor spaces that afforded them a range of multisensory experiences and effectively promoted their fine and gross motor development.

Recommendations

1. Review assessment practices to ensure clear systems are in place to provide a complete picture of learning for all children and to identify, track and report accurately on the progress of children with special educational needs to support them to make acceptable progress in their learning.
2. Ensure all regulatory requirements outlined in the report are satisfactorily addressed.
3. Review curriculum arrangements to ensure timetabling and activities are suitably matched to the learning needs of older children.
4. Further improve leadership by ensuring a more rigorous monitoring of teaching to support teachers to improve their practice and behaviour management strategies so as to raise children's achievement in all four focus areas of the early years curriculum.

What has improved since the last inspection?

- Children's achievement in all four focus areas was satisfactory, with children's achievement in aspects of exploration judged as good.
- Teaching learning and assessment were now judged as satisfactory.
- Leadership and self-evaluation and improvement planning were now judged as satisfactory.



OVERALL PERFORMANCE

► Satisfactory

The overall performance of Rite Start Preschool was judged as satisfactory.





Children's achievement in aspects of exploration was judged good overall. All children regularly engaged in a variety of movements indoor and outdoor to develop their fine and gross motor skills. Respect was judged as satisfactory. Most children were developing a positive sense of self and were beginning to demonstrate age appropriate understanding of the limits and boundaries of acceptable behaviour. Communication was also judged as satisfactory. Most children were developing conversational skills appropriate to their age and stage of development. Well-Being was judged as satisfactory. Almost all children were learning to make safe and healthy decisions as they learned about their bodies.

Teaching was judged as satisfactory. All teachers demonstrated satisfactory understanding of children's developmental stages and utilised a suitable range of activities to interest and engage them in learning. Learning was satisfactory. Almost all children were interested in their learning, particularly when activities were engaging and suitably matched to their interests. Assessment arrangements were judged to be satisfactory. Teachers knew their children well and provided parents with termly reports on children's progress and achievement.

The preschool's curriculum was judged as satisfactory. The curriculum was broad-based and satisfactorily supported children's learning and development. Health and safety and support and guidance were satisfactory. The preschool's environment was secure and clean and there was an appropriate emphasis on personal hygiene. Also, the preschool had a warm and welcoming ethos. All teachers showed care and concern for children's wellbeing and were responsive to their personal and learning needs. Leadership; self-evaluation and school improvement planning; links with parents and the environment and staffing and the learning environment were also judged as satisfactory.



ACHIEVEMENT

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

Exploration

Exploration was judged good overall. Children had access to well-resourced outdoor play areas with swings, slides, climbing frames, balance tubes, music wall, water play and sand. They all regularly engaged in a variety of movements indoor and outdoor to develop their fine and gross motor skills. All classes participated in a range of practical activities that promoted sensory exploration. For example, the children went on nature walks to see and listen to different phenomena. They had also participated in activities which required them to use their senses to smell, taste and touch. These included food tasting, the smelling of spices and hand painting. Children were supported well in developing skills in observing, measuring and predicting. To further promote their early scientific thinking children had planted radishes to observe how plants grow; investigated what happened when different colour paints are mixed and had used baking soda and shaving cream to make snow. Children were developing spatial awareness as they built towers with Legos and blocks and fitted picture and shape puzzle pieces together. Most were learning to sort and categorise objects according to size and colour. A majority were learning to measure and used words such as long and short to compare objects. Children's counting skills were regularly reinforced during centre activities and most could name simple shapes. All children experimented with various tools, materials and resources though guided and independent opportunities. For example, children used play dough and cutters to create shapes. They manipulated simple equipment like Velcro closures, zippers, buttons, buckles and hammers. Children would benefit from opportunities to interact with



ACHIEVEMENT

technological resources such as CD players and iPad to listen to music and stories or to play language and mathematical games to reinforce learning.

Respect

Respect was judged as satisfactory overall. Most children were developing a positive sense of self and were beginning to demonstrate age appropriate understanding of the limits and boundaries of acceptable behaviour. Most children were developing personal and social skills appropriate to their age and stage of development. In the Dress up corner, children were able to take turns and negotiate roles. However, a minority required support to self-regulate their behaviour. Most children displayed satisfactory levels of independence such as feeding themselves and completing self-care activities including toileting. Most children were beginning to respond with care and empathy to their peers. All were happy to see their friends arrive and sometimes greeted them with a hug. Most were developing the ability to take turns and to share fairly. All children were developing a growing awareness of their local community through visitors such as police men, fire men, nurses and dentists and planned activities such as Careers Day and Culture Day. Other activities such as Show and Tell was supporting children's awareness and appreciation for their own culture and other cultures around the world. Religion was a feature of the preschool. All children, including the infants participated in devotions each day. They sang Christian choruses, played musical instruments and participated in action songs. All children were developing age appropriate understanding of religion. The babies played with shakers made from repurposed water bottles. Additionally, children had planted vegetables in their grow garden and were beginning to understand the reciprocal relationship between them and the environment.

Communication

Communication was judged as satisfactory. Most children were developing conversational skills appropriate to their age and stage of development. Infants were read to regularly and staff engaged them in conversations during indoor and outdoor play opportunities which promoted their early language development. The ABA therapist effectively supported the children with SEN to communicate their needs using visual prompts. Learning centres for both the older children and toddlers had a wide variety of opportunities for mark making and tracing which effectively promoted children's



ACHIEVEMENT



emergent writing. Also, children in the Sunbeam class were learning initial sounds and a minority could pronounce CVC words. Most children were developing a broad and descriptive vocabulary through circle time, storytelling, outdoor play, and lunch conversations. However, there was the need for older children to engage in more regular writing opportunities across the setting. Most children demonstrated good book handling skills and had regular opportunities during the day to interact with books independently. There was scope for teachers to provide additional opportunities for children to interact with stories and literature from various cultures. Children, including infants, participated in action songs, puppetry, and stories during circle time activities. Children would benefit from planned opportunities involving music to improve their active listening skills and to support exploration with rhythm and soft and loud tones. The dramatic play centres were well utilised and children regularly dressed up in different costumes and engaged in pretend play with their friends.

Well-Being

Well-Being was judged as satisfactory. Almost all children were learning to make safe and healthy decisions as they learned about their bodies. The younger children were able to indicate their care needs, and most were able to feed themselves. Most children demonstrated independence in self-care and toileting activities. For example, children, including toddlers, independently took off their shoes on arrival and departure. Most packed away their lunch bags and water bottles. All children benefitted from regular opportunities for daily exercise on various outdoor play equipment. Most were learning to work cooperatively as evidenced in the daily centre rotation activities. For example, children in the Sunbeam class were able to work together to measure and compare the size of items in the science centre. Children were developing a positive sense of self with adult support. For example, the preschool's CARERS affirmation statements were recited daily during devotion and referenced throughout most learning opportunities. Children were learning the meaning of positive affirmations such as responsibility, independence and self-control. Consequently, most of the older children were developing the capacity to self-regulate their behaviours. Circle time provided regular opportunities for children to express and talk about their feelings. Children in the Sunbeam class were able to reflect on aspects of their learning and to make connections with prior learning. Children would benefit from more regular opportunities to learn how their choices impact their success and that of others.



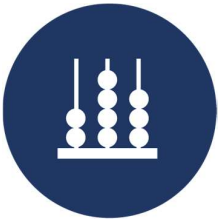
TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching was judged as satisfactory. All teachers demonstrated satisfactory understanding of children’s developmental stages and utilised a suitable range of activities to interest and engage them in learning. Teachers prepared long-term and daily plans that were linked to key aspects of the early learning goals to promote children’s learning. However, lesson plans were not always well matched to children’s individual needs in the Sunbeam classes. Teachers creatively deployed a variety of resources to maintain children’s interest. For example, a teacher in the Sunbeam class made a robot which helped children model proper phonemic skills. Also, teachers had created sensory bottles depicting the seasons which reinforced children’s understanding of how seasons change and aspects of the weather. The teacher in the infant class had created sensory bags with pistachio shells to simulate the crunching of leaves in a story about Autumn that was read to the infants. Teachers in the Infants class were effective in promoting their engagement and early language development. Most teachers embraced their roles as active play partners in supporting children’s learning and development. However, not all teachers were skilled in the use of questioning to promote children’s reasoning skills and reflective learning. Staff utilised the outdoor environment well in creating organic learning opportunities for children. Well-resourced centres across the setting were used to promote independence and choice in children’s learning. There were consistent routines throughout the day, however transitions were not always efficient. Activities that were too long resulted in a minority of children engaging in low level disruption. Centre rotations required review to ensure all children experienced a suitable range of activities.





Learning

Learning was satisfactory. Almost all children were interested in their learning, particularly when activities were engaging and suitably matched to their interests. Most children demonstrated the ability to collaborate with one another and most worked harmoniously with their peers during centre activities. In the more effective lessons, teachers carefully structured enquiry-based learning opportunities so children could find things out for themselves. For example, the toddlers used magnifying glasses to explore the outdoor environment to find bugs, while the Sunbeam class participated in a nature treasure hunt and checked off the items on their lists that they found outdoors. Some children participated in a science activity to make 'moon sand'. Teachers were not always skilled in eliciting higher level responses from the children in the Sunbeam class. Children in the Sunbeam classes would benefit from increased opportunities to record their responses in an appropriate medium. Resources were used satisfactorily to enhance children's learning. For example, a mathematics lesson relating to size was presented with items found in the outdoor environment, and this helped to solidify the children's learning. To better promote children's learning in authentic contexts, there was the need for teachers to support children to regularly apply the concepts taught in mathematics and literacy to real life settings. Few children required support in self-regulation to reduce disruptive behaviour that at times adversely affected the pace and quality of their learning.

TEACHING, LEARNING AND ASSESSMENT



Assessment

Assessment arrangements were judged to be satisfactory. Teachers knew their children well and provided parents with termly reports on children's progress and achievement. There was the need to include next steps in learning on children's reports. The preschool directors had recently purchased an online assessment system but staff required further training to utilise the features effectively. Notwithstanding, staff had begun to upload pictures of children's achievement and work and to tag these indicating the skills, knowledge or attitudes that the children were developing. Staff had also completed on entry checklists for each child. Teachers used anecdotal records to capture aspects of children's learning. They had devised developmental assessment checklists for each group of children which were appropriately aligned to the key focus areas. However, the checklists were not completed with sufficient regularity to provide cumulative information on children's skills and knowledge progression. Staff used a variety of assessment approaches to track and report and children's progress and development. However, there was the need to better organise the range of assessment information available to provide a comprehensive and coherent picture of children's learning and development that reflected their skills, knowledge, understanding and dispositions.

CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Curriculum

Curriculum was judged as satisfactory. The preschool's curriculum was broad-based and satisfactorily supported children's learning and development. Teachers planned bi-monthly using common themes that were linked to the four key focus areas of the Cayman Islands Early Years Curriculum. However, a few strands within key focus areas lacked the necessary emphasis to effectively promote children's learning in all aspects of the four focus areas. For example, in a lesson where children learned the concepts of short and long, they were not encouraged to measure the items or record the value to the measurement. Also, children would benefit from increased planned activities involving music and dance to improve their active listening skills and movement and to support exploration with rhythm and soft and loud tones. As a consequence, there was the need for a more rigorous monitoring of curriculum delivery to inform future planning, particularly for children in the older classes. Themed activities were used across classes to promote continuity and progression in the development of children's knowledge, understanding and skills in the early learning goals. This scaffolded children's learning and successfully built on their prior learning and experiences. Similarly, resources were creatively deployed to enhance children's learning. Children regularly utilised a range of natural resources (shells, coral, twigs, leaves and wood chips) found outside in the environment to promote their learning in art, science and mathematics activities. Teachers augmented the curriculum with guest speakers to the school and field trips to places of interest in the community for the older classes. The donation of two birds by a community member was effectively promoting children's understanding of living things. Children were also developing age appropriate understanding of how to protect the environment through a recycling project. Time tabling for the Sunbeam class should be revisited and modified to ensure more active learning opportunities for this group of children.



SAFETY AND SUPPORT

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

Health and Safety

Health and safety arrangements were judged as satisfactory. All regulatory requirements relating to Public Health, Environmental Health, First Aid and CPR training were met. Fire drills were conducted regularly and recorded. All staff had current child protection training, and the preschool was in the process of arranging the in-person component with the Ministry of Education. The final fire safety inspection also needed to be scheduled. The door leading to the screened area that was used by the Toddlers needed to be fitted with an opening for clear line of sight as the area has multiple uses. The preschool's environment was secure and hygienic and there was an appropriate emphasis on personal hygiene. All children washed hands frequently throughout the school day. All staff demonstrated high standards of care and good hygiene when attending to the personal needs of infants and toddlers. Some elements of the requirements from COVID-19 Reopening Guidelines were also still in place, such as the removal of shoes prior to entry into the preschool. Healthy living was systematically built into and promoted in most aspects of the preschool's programme, with scheduled times for snack, rest and physical activities. The school provided a daily lunch for the children which was appropriately balanced and portioned according to the children's age and appetite. Also, most children brought healthy snacks from home. There were regular opportunities for outdoor play. Throughout the day, all children had multiple opportunities to develop their gross motor skills and to interact with the natural environment. There was adequate supervision of children throughout the day. From the survey conducted, all parents agreed that the preschool provided a safe environment for their children.







SAFETY AND SUPPORT



Support and guidance

Support and guidance were satisfactory. The preschool had a warm and welcoming ethos. Teachers were nurturing and affirming in their interactions with children. All teachers showed care and concern for children's wellbeing and were responsive to their personal and learning needs. Therefore, children were secure in their environment and in their interactions with their peers and teachers. During the inspection, almost all children separated easily from their parent or caregiver upon arrival. Teachers knew the strengths and weaknesses of their children. Adequate information about children's achievements was sent home each term to parents. The report format was currently under review to provide more cumulative information to the parents so that children's skill progression is clear. A Special Education Needs (SEN) policy was developed for the preschool and a SEN register was in place. One child was receiving external specialist support. However, these support mechanisms were not yet fully embedded in the preschool's programme. Consequently, few children with additional learning needs were not always appropriately supported as teachers were not consistent in the use of learning activities or behavioral strategies that matched their unique needs. A calming centre was recently added to the Sunbeam class to provide a safe space for children to deal with their emotions and to help regulate their behaviour.

LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was satisfactory. There was a defined organisational structure and staff job roles and responsibilities were clearly outlined. A non-teaching Principal provided support and guidance to the teachers and modelled effective practice. Staff members were assigned responsibilities such as Special Education Needs Coordinator and Child Safeguarding Lead. Additionally, formal performance appraisals were conducted for all staff. Staff participated in regular professional development opportunities facilitated by the Early Childhood Care and Education Unit. There was the need for continued professional development to support the principal and staff to be more effective in their roles. All would continue to benefit from regular opportunities to observe effective practice in other settings. Among the staff there was a strong sense of collegiality and teamwork. The Directors and Principal were very visible in the preschool and were committed to the vision of the preschool. School leaders demonstrated capacity to make required improvements. For example, since the previous inspection, leaders had made a clear impact by raising children's achievement in all areas of learning and improving the quality of teaching to ensure a more appropriate balance between adult led and child centred learning.

LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. There were suitable arrangements in place to evaluate the work of the preschool and staff were appropriately involved in self-evaluation and school improvement planning processes. The self-evaluation and school improvement plan required review to ensure information was concise and sufficiently targeted to highlight the main strengths and areas for development in the work of the preschool. There were formal arrangements in place to monitor the work of the preschool. These included lesson observations and learning walks. Staff participated in regular planning meetings. The implementation of the curriculum was monitored and reviewed at these meetings. There was scope to better integrate aspects of the four focus areas in the early years curriculum instead of planning these areas separately. All the recommendations in the previous inspection report were satisfactorily addressed. The Directors had made significant investment in improving the learning environment and range and quality of resources had also improved. There was evidence of ongoing development of the indoor and outdoor learning environment to promote children's interest and curiosity in learning.



Links with parents and the community

Links with parents and the community were satisfactory. There were established channels in place for communicating with parents and reporting on children's achievement and progress. These included newsletters, WhatsApp, email and in-person feedback and the recently introduced assessment system. Termly reports on children's progress were issued to parents. Parents and community members supported the work of the preschool. For example, a parent and community members had painted pictures in new outdoor space for the infants. Individuals and agencies had donated resources such as a laptop and a refrigerator. Parents supported Culture Day events by making various food dishes and providing resources for display. Visitors from the police, fire service and medical professions enriched the curriculum on offer. The preschool's partnership with another early years centre was promoting improvement in teachers' practice. Transitions into the preschool were managed satisfactorily. There were both formal and informal opportunities for staff to share information with parents to ensure that children experienced consistency and emotional security during transition from home to preschool. Older children would benefit from partnerships with primary schools to support their transition to compulsory education.

Staffing and the learning environment

Staffing and the learning environment were judged to be satisfactory. There was sufficient staff with relevant qualifications deployed appropriately to meet the needs of the children. Staffing retention was high, with a number of staff employed to the preschool for several years. The premises were clean and well maintained. Following the previous inspection, the directors had undertaken significant renovation of the facilities, including the addition of new bathrooms and a sick bay, renovation of the cottage housing the infants and the addition of a dedicated outdoor space for the infants. There were adequate facilities for toileting and handwashing. Two additional handwashing sinks were installed in the outdoor area. All outdoor play areas were fenced and secured with gates. Children had access to different play areas with developmentally appropriate play equipment. These included slides, swings, climbing bars, and large wheeled and riding toys. The wide range of multi-sensory resources in the outdoor environment was used satisfactorily to promote children's learning and development. Although there was still space constraint, the classrooms were redesigned to allow for the establishment of learning centres. The new centre layout promoted free flow of activities and supported choice and independence in children's learning. There was a suitable range of resources including a wide range of books to promote children's learning and development. Children would benefit from additional resources to promote opportunities for technology learning.



SURVEY RESULTS

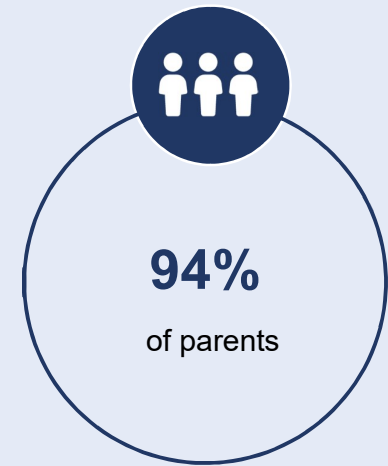
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	17	Staff	7
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Parents

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

More parents completed this survey in comparison to the 2019 inspection survey. Almost all parents expressed satisfaction with the preschool’s educational provision. Most parents agreed that their children were making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing). A majority felt that their children were making good progress in early mathematical and scientific understanding. Almost all parents agreed that the preschool was supporting the development of their child’s personal and social skills. Most parents believed that children behaved well. Almost all felt that children were supported to share and take turns. A majority agreed that children were developing good environmental understanding. All parents felt that teaching quality at the preschool was good. Almost all expressed that their children enjoyed lessons and were inspired to learn. Almost all agreed that their child was given a wide range of age-appropriate play opportunities each day. All agreed that their child was safe and cared for at the preschool. Most believed that the preschool promoted a healthy lifestyle. However, only a significant minority felt that children with special educational needs were well supported; a majority indicated that they were unsure how to answer the question. All parents expressed that the preschool was well led. A majority shared that they were involved in the preschool’s improvement planning process. Almost all agreed that communication was effective and timely. Most parents stated that they were effectively involved in the work of the school. All agreed that the preschool responded appropriately to parental concerns. All felt that reports were regular and informative. Only a majority believed that parents meetings were regular and were helpful. Most felt that the preschool maintained appropriate links with the wider community. Almost all parents agreed that the preschool had sufficient qualified staff and that there were good quality resources were available to support children’s learning experiences.



Strongly Agree and Agree

27%

Increase since the last inspection

SURVEY RESULTS

Staff

Survey: "This preschool provides a good quality of education."

Seven staff members completed the survey. This was more than twice the number of staff that completed the survey for the 2019 inspection report. Majority had worked at the centre for three years or more. Most staff agreed that children's behaviour was good. All felt that the preschool provided a safe and caring environment for all members of this early years community. Likewise, all staff agreed that the preschool supported a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. All agreed that the preschool promoted healthy lifestyle choices. All indicated that there were good assessment practices and there was good support for children with special education needs. Similarly, all staff agreed that there was support for their continuing professional development. All felt the preschool provided a sufficient number of appropriate resources to support their children's learning. All staff judged the preschool to be well led. Only a majority felt parents were actively involved in the work of the preschool. All staff judged that the preschool was providing a good quality programme.



100%

of staff

Strongly Agree and Agree

33%

Increase since the last inspection



WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should address:

- The recommendations identified within this report;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As Rite Start Preschool is judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in September 2023.



WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to contact us

You can contact us using the following e-mail address.

adminOES@gov.ky

Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

www.oes.gov.ky





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