

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

JANUARY 2023



SISTER JANICE EARLY LEARNING CENTRE

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INTRODUCTION

INSPECTIONS OF EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

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

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

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





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



INTRODUCTION

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

The four levels are defined as follows:

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

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









SCHOOL INFORMATION

General information

	Name of ECCE Centre	Sister Janice Early Learning Centre
	Address	41 Watler Lane, Off Crewe Road, George Town
	Telephone number	1 (345) 959-2524
	ECCE Centre website	None
	Name of manager	Ms. Carol Watson
	Name of owner	Mr. Eldon Rankine
	Date of this inspection	January 24 - 25, 2023

Students

	Number of students on roll	56
	Age range of the students	8 months to 5 years
	Grades or year groups	As above
	Number of Caymanian students	40
	Number of students with special educational needs	15
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION

Staff



Number of teachers

5



Number of teaching assistants

6



Teacher-student ratio

1:6



Teacher turnover NA

Curriculum



Main curriculum

Cayman Islands Early Years Curriculum Framework



External tests and assessments

None



Accreditation

None

– School inspection overall performance history

Cycle 1 Inspection

February 2020



Satisfactory

Cycle 2 Inspection

January 2023







Satisfactory



PERFORMANCE STANDARDS




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

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



PERFORMANCE STANDARDS

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

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





PERFORMANCE STANDARDS

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

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





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

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



PERFORMANCE STANDARDS

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

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
6.1 Leadership	 Satisfactory	▶
6.2 Self-evaluation and planning ahead	 Weak	▼
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

- Children had a strong sense of identity and had positive relationships with others as a result of the care and guidance provided by the adults at the Centre.
- Almost all children displayed positive learning dispositions and were enthusiastic and motivated learners.
- The spacious, well-resourced outdoor space effectively promoted children's movement, independence and exploration.

Recommendations

Further improve the quality of teaching and learning by:

- Ensuring there is a more appropriate balance of teacher-directed and child-initiated learning experiences;
- Planning and delivering more structured learning experiences for the older children;
- Reviewing timetabling arrangements to ensure more time is devoted to active learning.

Improve assessment practices so teachers use assessment information to plan appropriate activities to meet the children's individual needs.

Introduce more robust and comprehensive arrangements for self-evaluation and school improvement planning to identify more accurately the priorities for improvement.

What has improved since the last inspection?

- Children's achievement in scientific and technological exploration was now judged as satisfactory.
- Staffing and the learning environment was also judged as satisfactory.



OVERALL PERFORMANCE

► Satisfactory

The quality of overall provision at Sister Janice Early Learning Centre was judged as satisfactory.





Children's achievement in most aspects of Exploration, Respect, Communication and Well-being was judged as satisfactory. Notably, children's achievement in aspects of Respect including sense of self, culture and religion was judged as good. Additionally, children's understanding of making safe and healthy choices was good. Daily routines encouraged healthy lifestyles by ensuring children regularly washed their hands and took responsibility for their personal hygiene.

Teaching was judged as satisfactory because all teachers had satisfactory subject knowledge, and they had a sound understanding of children's developmental stages. However, they did not always plan activities to meet the needs of individual children. Learning was also judged as satisfactory. Almost all children demonstrated positive attitudes towards learning and showed interest and enthusiasm in their daily activities. Curriculum was satisfactory. The curriculum was organised around broad themes, and appropriately incorporated the four focus areas in the Cayman Islands Early Years Curriculum Framework.

The arrangements for health and safety were judged as satisfactory. Support and guidance were judged as satisfactory. Interactions between staff and children were nurturing and affirming. Leadership was judged as satisfactory. The Principal demonstrated a strong commitment to raising the quality of children's achievement in key areas of their learning and was highly visible in the Centre. Self-evaluation and improvement planning were judged as weak as leaders were not yet analysing the performance of the Centre in a systematic way. Staffing and the learning environment were now judged as satisfactory.



ACHIEVEMENT

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

Exploration

Exploration was judged as satisfactory overall. Children had multiple opportunities to develop their fine and gross motor skills. The outdoor area, in particular, provided a wide range of exploratory activities; swings, a tunnel, a jungle gym, water play, a texture wall, a construction area and a creative station. Almost all children demonstrated safe movement when navigating the outdoor space. However, a few children did not demonstrate safe movement indoors. Children’s sensory awareness was satisfactory. A majority of the children demonstrated self-regulation and pictorial evidence confirmed that they had engaged in frequent activities to explore with their senses. In the four-year-old class, the children investigated sink and float and some explored the natural environment while looking for bugs with magnifiers. However, staff did not always engage children in regular conversations to promote their descriptive vocabulary. Also, there was scope to include regular adventure walks and music and movement to ensure all children are provided with the experiences to develop their observational skills. Staff placed appropriate emphasis upon the development of children’s number knowledge and shapes across the centre. In the 4-year-old class, the children used mathematical language to add and subtract. Activities to promote spatial awareness and the comparison of time and measurement were underdeveloped. Children had many opportunities to use a wide range of tools and media, such as camera, magnifying glasses, construction toys and paintbrushes.



ACHIEVEMENT



Respect

Respect was judged as good overall. Children's sense of self was good. Almost all demonstrated a positive sense of who they are and had an age-appropriate understanding of their own rights and responsibilities. Children also displayed age-appropriate understanding of the roles of community helpers as they were given opportunities to interact with people in the community through visits to the Centre. The children were less secure in their understanding of how the environment provides for them. There were insufficient opportunities provided for them to participate in environmental projects such as cultivating a grow box or recycling activities. There were planned opportunities for children to learn about their culture. There was evidence of visits to cultural sites such as the Cayman Turtle Centre and planned activities such as Culture Day to promote children's cultural understanding. Children's awareness of and respect for religion was good. Almost all 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 meals.



Communication



Communication was satisfactory. There were ample opportunities for children to develop their verbal and symbolic communication throughout the day and as a result most could express themselves confidently using a range of vocabulary. While a majority of the teachers supported children's language skills through careful questioning and meaningful conversations, not all teachers regularly used open-ended questions to support children to extend their thinking. Children regularly engaged in mark making opportunities both indoor and outdoor. Most children demonstrated active listening and listening was promoted in a variety of contexts. However, there was scope to provide more structured opportunities to promote listening such as through nature walks and music. There were planned opportunities for children to experiment with a variety of media such as paint, play dough, crayons and to engage in roleplay. However, there were limited opportunities for children to experiment and extend self-expressions through music and dance. Each class had a good selection of age-appropriate books to encourage children's constant engagement with books and to develop their love of reading. All children interacted freely with books on a daily basis and displayed good book handling skills. Older children benefitted from phonics lessons but, there was more scope for a more systematic teaching of phonics to be established.

Well-Being



Wellbeing was judged as satisfactory. Throughout the day, almost all children made safe and healthy decisions. Children's morning snack typically comprised fruits and the children were encouraged to eat their vegetables and to drink water instead of juice. The children had regular opportunities to exercise outdoors and they were encouraged to take naps after lunch. Almost all children displayed age appropriate levels of independence. Most children were able to express their bodily needs and showed evidence of self-regulation. Most children accepted guidance and affirmation willingly. Even the youngest children adjusted to classroom routines and demonstrated resilience and perseverance. Children's social skills were well developed. They were confident when sharing ideas and communicating with their peers and teachers. For example, children in the two-year-old class asked relevant questions and interacted well with their peers. The children in the four-year-old classes played cooperatively with their friends, taking turns and sharing resources. Most children recognised unacceptable behaviours and few independently solved their problems. This was evident in the three-year-old class where a child apologised to his friend and hugged him after they had a disagreement. Opportunities were provided for the children to reflect on their behaviour; however, there were limited opportunities for them to reflect on learning.

TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching was satisfactory. Almost all staff demonstrated sufficient knowledge of how children learn and managed children's behaviour effectively. Although most staff demonstrated satisfactory subject knowledge and lesson planning was a feature of the programme, the quality of teaching was variable across the Centre. Staff needed to plan more effectively to meet the needs of all children by introducing new experiences and extending learning in the outdoor 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 language skills. Notably, inspectors observed that staff in the infants' class were confident play partners who effectively supported infants to vocalise through appropriate modeling of language. Where teaching was effective, staff considered the children's needs and interests. Although all staff regularly engaged the children in conversations, too often questions were close ended and so did not provide children with opportunities to extend their thinking. There were insufficient opportunities for children to use descriptive vocabulary to explain their thinking.





Learning

Learning was judged as satisfactory. Almost all children demonstrated positive attitudes towards learning and showed interest and enthusiasm in their daily activities. Most children demonstrated self-initiated learning and this was evident across all age groups. A majority of children were able to work in small groups to accomplish tasks without adult support. For example, in the two-year-old class, the students were matching by colour and they did the activity in pairs. During pretend play, a child in the 4-year-old class made coffee for her teacher and charged five dollars for it. The outdoor environment was richly resourced and as a result, the children had a wide range of opportunities to explore and figure things out independently. For example, the four-year olds looked at an insect book outdoors then they searched with magnifiers to find toy insects buried in the sand. There was, however, only few observed examples where children were able to make links in their learning to real life. The infants in the baby's room were well stimulated. They interacted with age-appropriate toys. The caregivers used many opportunities to build the foundation for language acquisition and communication as they talked regularly with the children during feeding and diapering. However, across the other classes, there was an imbalance of structured and unstructured learning opportunities and as a result; learning was not always well matched to the children's individual learning needs.



Assessment

Assessment was weak because there was no common assessment policy across the Centre and staff did not use assessment information to adapt the curriculum and ensure a close match of learning activities to the academic needs of children. There were no on entry assessments, and staff were not yet tracking and monitoring children's progress effectively. Staff recorded anecdotal information about children's learning; however, assessment practices were underdeveloped. 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. All children did not have individual learning journals or portfolios that documented their learning journey to support progression or to inform their next steps in learning. There was the need for staff to make more effective use of observations and assessment of children's learning to inform future planning and to guide progression in learning for all children.

CURRICULUM

Quality Indicator

Early Years

4 Curriculum



Satisfactory





Curriculum

Curriculum was satisfactory. The curriculum was organised around broad themes, and appropriately incorporated the four focus areas in the Cayman Islands Early Years Curriculum Framework. Teachers developed weekly and daily plans, but activities were not always aligned with the planned learning outcomes. For example, in one observed lesson, the day's focus was fire fighters, but the teacher focused on all community helpers, with no emphasis on the day's focus. Similarly, plans were not always designed to cater to the children's varying abilities. There was scope to include more regular planned opportunities to promote children's understanding of aspects of mathematical exploration such as time and measurement. There was also the need for meticulous monitoring of curriculum delivery to ensure continuity and progression in children's learning as well as to create a balance between guided learning and free play. Visits from relevant community workers such as the fireman and community nurse enhanced children's learning experiences and connections with the community. In the past, children had visited places of interest in the community such as Turtle Farm, Rankine's Farm and a local supermarket to enhance their learning from and within the community. The well-designed outdoor space was used effectively to promote aspects of the curriculum such as the development of children's gross motor skills and their investigation and exploratory skills.



SAFETY AND SUPPORT

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



Health and safety

The arrangements for health and safety were judged as satisfactory. All requirements for the children's health and safety were met, including strict hand washing before and after eating and outdoor play. The Centre was secure, and the surrounding area was reasonably safe. Fire, first aid, child protection, and environmental safety standards, including fire extinguishers and fire drill logs, were in place. Despite this, leaders had yet to develop appropriate methods of record keeping and proper documentation of critical safety requirements. Accident reports, for example, were not always signed, and maintenance logs were not always completed. Consequently, the organisation and completion of relevant documentation required careful review. All children were developing age- appropriate awareness of the importance of healthy lifestyles through regular movement activities, nap and rest times. The cook also prepared wholesome and nutritious breakfasts and lunches for the children.









Support and guidance

Support and guidance were judged as satisfactory. Interactions between staff and children were nurturing and affirming. Over the course of the inspection, inspectors observed that almost all children separated easily from their parents or caregivers on arrival. Staff warmly greeted the children by name and provided a positive start to the children's day. Almost all children were happy and well-adjusted. The Centre promoted an inclusive ethos and children with special educational needs were admitted to the Centre. A SENCO was recently appointed, but given her responsibilities as class teacher this impacted her ability to fully support the staff. Although learning support plans were in place for children with special educational needs, these were not used to adjust lessons to meet the children's varied learning needs. Whilst there was support for some children through the Early Intervention Programme, there was a need for improved communication between the Centre's staff, external agency and parents in order to ensure consistency in the use of strategies to support children with additional learning needs. Also, the systems for tracking and recording of children's progress required review. There were appropriate arrangements in place to support children's transition to the primary stage, including an annual visit to a nearby primary school.

LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was judged as satisfactory. The Principal demonstrated a strong commitment to raising the quality of children’s achievement in key areas of their learning and was highly visible in the Centre. She and her staff had worked hard to redesign and plan the outdoor learning environment to improve the quality of the children’s learning experiences. The roles of staff were clearly defined and performance management systems were in place. There were planned opportunities for staff to participate in continuous professional development. The Principal conducted regular classroom observations but more robust monitoring was required to ensure that staff planned varied learning experiences to meet the needs of all children. There was also the need for improved communication between the Principal and her Assistant to ensure efficient organisation of documentation and improvement in planning. There was no governance body in place.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as weak. Leaders were not yet analysing the performance of the Centre in a systematic way. Also, the school improvement plan that was recently developed was mostly descriptive and was not suitably aligned to the Office of Education Standards Inspection Framework. Staff were involved in school improvement planning processes. Although the Centre had made satisfactory progress in addressing majority of the recommendations from the previous inspection, there was the need for more deliberate focus on curriculum planning and delivery and assessment practices to better promote high-quality learning experiences for all groups of children.



Links with parents and the community

Links with parents and the community were satisfactory. Almost all parents who responded to the Office of Education Standards online surveys and who spoke to the inspectors were very positive about the Centre and their children's experiences. As a result of the open-door policy at the school, parents received regular updates on their children's learning. Nonetheless, some parents said they would like more individual information about the progress of their children and how they can support them at home. The school promoted positive links with the community through the use of visiting community helpers annually. For example, there were visits to the school by a fire man and a public health nurse. Parents readily supported school events such as Culture Day and Sports Day. Additionally, there were historical evidence, which showed links with the community as children had visited Foster's Supermarket, the national museum, the Turtle Centre and Rankin's Farm. Parent consultations were scheduled each term to discuss children's progress and achievement. The Centre had introduced "Open House" events to better involve parents in their children's learning. There were appropriate arrangements to support children's' transition to the next phase of their learning. For instance, at the end of each academic year, students in the 4-5-year-old class had the opportunity to visit a primary school within the community.



Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. All staff were appropriately qualified and staff retention was high. However, staff deployment required review to ensure all staff were adequately supported throughout the day. The premises and facilities provided a clean and safe learning environment. Children had access to a suitable range of resources to meet their developmental needs and support their learning. The Centre was housed in a repurposed building and so there were space and layout challenges. However, the indoor space limitation was compensated for by the spacious, well-resourced outdoor space that promoted children's movement, independence and curiosity. A wide range of play equipment including climbing frames, slides, swing sets, sand boxes and wheeled toys provided ample opportunities for movement and exploration. Notwithstanding, staff were not yet fully maximising the potential of the outdoor learning environment to promote and extend children's learning.

SURVEY RESULTS

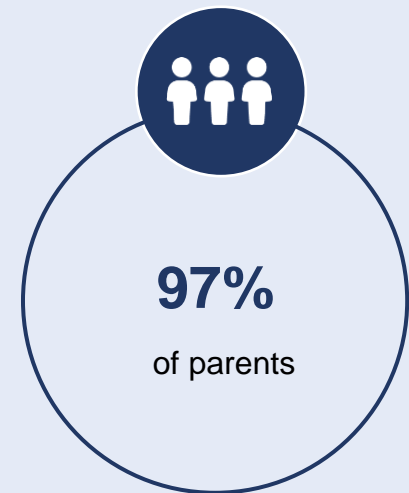
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	41	Staff	10
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Parents

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

Most parents shared that their child was making good progress in all aspects of early communication. A majority of the parents indicated that their child was making good progress in early mathematical and scientific understanding. Almost all parents shared that the Centre was effective in developing their child’s personal and social skills. Most parents believed that their child was being helped to share and take turns and they were developing good understanding of the environment. Almost all parents agreed that the teaching quality is good and that their child enjoyed attending the center. Most parents indicated that their child was given a wide range of play opportunities. The majority of the parents shared that there were regular visits and visitors to the Centre. Almost all parents stated that their child was treated fairly and was safe and well cared for at the Centre. Most parents agreed that the Centre encouraged their child to choose a healthy lifestyle and that incidents of poor behavior were dealt with effectively. A majority of parents agreed that the Centre provided good support for children with special educational needs. However, a majority of the respondents were unable to answer the question relating to children with SEND. Almost all parents shared that the Centre was well led; communication between the Centre and parents was timely and that the Centre responded appropriately to their concerns. Most parents agreed that they received good information about the Centre’s improvement plan. Twelve parents made written comments and almost all made positive feedback on the work of the Centre. However, a minority of parents shared that there needed to be improved communication regarding children’s progress and learning



Strongly Agree and Agree

2%

Decrease since the last inspection



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

All staff comprising nine teachers and one support staff completed the survey. Almost all staff had worked at the Centre for three years or more. Most stated that the children's behaviour was good. All staff agreed that the Centre promoted a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. Similarly, all staff agreed that the Centre provided a safe and caring environment for all members of the early years' community. Almost all felt that the Centre helped children to choose a healthy life style. A majority agreed that the Centre provided good support to children with special educational needs. Most judged the Centre to be well led and all agreed that the Centre provided a good quality of education. Most staff felt that the Centre had good assessment systems. All agreed that they were involved in the process of self-evaluation and improvement planning. All staff expressed that the Centre effectively supported their continuing professional development. Most staff stated that parents were actively involved in the work of the Centre. However, only a minority agreed that Parent teacher meetings were well attended and helpful. A majority agreed that parents were effectively involved in the work of the Centre. Additionally, staff made positive written comments about the good relationships that existed among the staff.



Strongly Agree and Agree

0%

Unchanged since the last inspection



WHAT HAPPENS NEXT?

The Centre 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 Centre as requiring improvement;
- Other external reports or sources of information that comment on the work of the Centre.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

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



WHO ARE WE AND WHAT DO WE DO?

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

How to contact us

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

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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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