

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

FEBRUARY 2023



THE ACHIEVEMENT
CENTRE
PRE SCHOOL



THE ACHIEVEMENT 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	The Achievement Centre
	Address	295 Shamrock Road, Red Bay, Grand Cayman
	Telephone number	1 (345) 947-5050
	ECCE Centre website	Not Applicable
	Name of manager	Ms. Janet Hayles
	Name of owner	Messrs. Paul and Gary Rankin
	Date of this inspection	February 8 - 9, 2023

Students

	Number of students on roll	92
	Age range of the students	1 year to 5 years
	Grades or year groups	Infants, Toddlers, Pre-Kindergarten & Kindergarten
	Number of Caymanian students	73
	Number of students with special educational needs	7
	Largest nationality group of students	Caymanian



SCHOOL INFORMATION

Staff



Number of teachers

9



Number of teaching assistants

4



Teacher-student ratio

1 to 7



Teacher turnover 3%

Curriculum



Main curriculum

Cayman Islands Early Years Curriculum



External tests and assessments

None

School inspection overall performance history

Cycle 1 Inspection

November 2019



Satisfactory

Cycle 2 Inspection

February 2023







Good



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	 Good	▲
Respect	 Good	▲
Communication	 Good	▲
Well-Being	 Good	▲



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	 Good	▲
3.2 Learning	 Good	▲
3.3 Assessment	 Satisfactory	▲





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	 Good	▲





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	 Good	▶
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	 Good	▲
6.2 Self-evaluation and planning ahead	 Satisfactory	▶
6.3 Links with parents and the community	 Good	▶
6.4 Staffing and the learning environment	 Good	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

1. All children had multiple planned opportunities to develop their skills, knowledge and understanding in key aspects of Exploration, Respect, Communication and Well-Being.
2. The respectful and positive ethos of the Centre successfully promoted children's positive behaviour and a safe learning environment. Almost all children demonstrated positive learning dispositions. They were inquisitive, motivated learners who were interested in finding things out for themselves.
3. The curriculum was planned effectively and appropriately resourced to promote children's learning in the four early learning domains.
4. Across the Centre, all staff demonstrated high standards of care which supported the children's health, safety, and wellbeing. Healthy lifestyle was successfully embedded in the Centre's practice; consequently, all children demonstrated age appropriate awareness of good health and hygiene.
5. Leadership demonstrated a clear commitment to staff development and a consistent focus upon the raising of standards.

Recommendations

1. Further improve assessment practices to ensure all teachers use assessment information to plan effectively to meet the needs of all children, including the more able.
2. Improve arrangements to track, monitor and support children with Additional Learning Needs and Special Education Needs by fostering greater collaboration among school, external agencies, and families.
3. Improve processes for Self-Evaluation and School Improvement Planning to ensure they are collaborative, accurately reflect key priorities for action and effectively evaluate the impact of actions/strategies on provision and standards.

What has improved since the last inspection?

- Children's achievement in most aspects of Exploration, Respect, Communication and Well-Being.
- Teaching, Learning, Curriculum and Leadership were now judged as good.



OVERALL PERFORMANCE

► Good

The overall performance of The Achievement Centre was judged as good.

Children's achievement in most aspects of Exploration, Respect, Communication and Well-Being was judged as good. The respectful and positive ethos of the Centre successfully promoted children's positive behaviour and a safe learning environment. Children's behaviour and emotional development were good because teachers managed the learning environment well and had high expectations of the children.

Teaching was judged as good. Teachers knew the children well and planned imaginative learning experiences to promote children's engagement and critical thinking. Learning was also judged as good. Across the Centre, children were inquisitive and exhibited positive dispositions towards their learning.





The curriculum was judged as good. It was broad and balanced and appropriately aligned to the Cayman Islands Early Years Curriculum Framework. The emphasis on the progression of skills ensured that each year group was building on the learning gains made in the class below. Assessment, Support and Guidance, and self-evaluation and improvement planning were judged as satisfactory. Positive relationships were evident between the teachers and children. All teachers supported the children to feel safe to explore and take risks.

Health and safety were judged as good. Regular maintenance checks were carried out and issues were appropriately addressed. High standards of care and good hygiene were evident throughout the Centre.

Leadership, links with parents and the community and staffing and the learning environment were also judged as good. Both the principal and staff demonstrated an ethos of professionalism and collegial working. There was a clear focus upon improving standards and staff had been effective in improving children's achievement in key aspects of the early learning goals. The Centre had established beneficial relationships with a range of agencies in the community which positively impacted on the children's learning. Staff were suitably qualified with several teachers having degrees in early childhood development. Staff retention levels were high. The well-resourced outdoor learning environment provided children with diverse movement opportunities such as climbing, swinging, jumping and balancing. The learning environment, both indoor and outdoor, effectively extended the curriculum.



ACHIEVEMENT

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



Exploration

Exploration was judged as good. All children navigated the spaces safely and had regular opportunities to develop their fine and gross motor skills. For example, they were able to use tongs to find worms and different farm animals in the garden patch and transferred them to matching containers and fitted puzzle pieces together. The well-resourced outdoor learning environment provided diverse movement opportunities such as climbing, swinging, jumping and balancing. Almost all children demonstrated emerging self-regulation. Children were provided with opportunities to use their senses to taste various fruits and to explore different textures through touchy, feely books. They were also able to roll and shape play dough, use describing words, make marks with chalk and crayons and paint, cut and tear paper. All children displayed good spatial understanding as they built towers and train tracks and sorted and matched objects. They used magnifiers while pretending to be investigators, and solved simple addition and subtraction problems. However, measurement and recording required further development. There were missed opportunities to extend children's learning such as measuring the plants in the grow box each day or making tally marks on a white board as they identified the various farm animals outdoors and to represent their findings in a simple picture graph. The use of ICT was a strength as most children confidently logged on to iPads, scrolled and swiped and chose apps and games related to the planned learning outcomes.





Respect

Respect was judged as good. The respectful and positive ethos of the Centre successfully promoted children's positive behaviour and a safe learning environment. All children were kind to each other. They sang Christian choruses and greeted their friends during devotion time. They recited prayers in the morning and before meals, and learned about various religions. All teachers had high expectations for the children's behaviour and teachers used songs effectively to ensure children moved smoothly from one activity to the next. All children were encouraged to share and most were learning to reflect, and listen to the teacher's guidance to resolve minor disagreements. All children were developing an age-appropriate sense of responsibility. They were assigned roles such as line leader and lunch helper. Children were developing environmental awareness as they helped to feed their class and outdoor pets, helped to clean up after meals, and correctly placed items in the recycle containers in the canteen for compost, cardboard and plastic. The planned learning environment encouraged all children to take responsibility for their own learning when rotating through the centres and recognizing which were available. All classrooms had a Cayman Islands Culture Corner, and children joined in the singing of the National Song and the National Anthem in the assemblies and stood appropriately. In one of the kindergarten classes, children could talk about the change in British Monarchy and could identify the Caymanian Flag and most symbols in the Coat of Arms. Children and teachers were encouraged to wear Caymanian colours to celebrate Heroes Day. Various cultures were celebrated at the Annual Culture Day. Notwithstanding, there was scope for children to have more regular opportunities throughout the year to develop their cultural awareness.

ACHIEVEMENT



Communication




Communication was judged as good. Most children demonstrated commendable pro-social and communication skills. The older children were confident asking questions and sharing their experiences. Most were developing a rich and varied vocabulary. Children's emergent writing skills were effectively promoted in both the indoor and outdoor learning environments through creative and mark making opportunities. Most of the older children could write simple sentences. One child was very proud of his ability to write his name independently. Children's listening skills were well developed and most exhibited active listening during circle time and shared stories. Almost all children were able to follow instructions, recall simple details in a story and respond appropriately to open-ended questions. Formal teaching of letters was documented in children's work portfolios, but there was scope to include more structured phonics activities for the older children. The use of labels was used effectively to promote children's awareness that print carries meaning. There were opportunities for creative expression but these were inconsistent. Children had easy access to a wide range of developmentally appropriate books. Consequently, all children, including the youngest, demonstrated good book handling skills.



Well-Being

Well-Being was judged as good. Almost all children demonstrated the ability to make safe and healthy choices. Almost all showed growing independence and could communicate and complete self-care and personal hygiene routines such as handwashing and toileting. Additionally, most packed away resources independently. Almost all children were learning to identify and express their feelings. Children's behaviour and emotional development were good because teachers managed the learning environment well and had high expectations of the children. Consequently, most children demonstrated pro-social skills above age related expectations. Children demonstrated positive attitudes towards taking turns, sharing, and negotiating. Additionally, most children displayed attitudes of care, empathy and respect for their peers and others. All children were developing a positive sense of self. The uniqueness of each child was celebrated through displays of children's work, their photographs and the naming each child in greeting songs. Almost all children were developing age-appropriate resilience. The children were capable of making sense of their world and were able to respond appropriately to different situations. They willingly accepted their teachers' guidance and were able to reflect on the consequences of their actions. There was scope to structure more regular opportunities for children to reflect on and consolidate aspects of their learning.

TEACHING, LEARNING AND ASSESSMENT

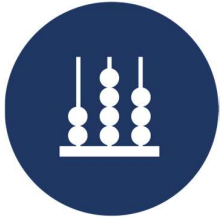
Quality Indicator	Early Years
3.1 Teaching	 Good
3.2 Learning	 Good
3.3 Assessment	 Satisfactory

Teaching

Teaching was judged as good. Teachers knew the children well and planned imaginative learning experiences to promote their engagement and critical thinking. Also, teachers' questioning effectively supported children to make connections to real-life situations such as when children talked about the life cycle of a chicken or 'milked a cow on the farm'. The teachers used a range of strategies to support the children's emergent language, literacy and numeracy skills. They modelled counting and sounding out words with the children and provided children with a variety of mark making activities and materials both indoors and outdoors. Throughout the day, teachers regularly threaded relevant vocabulary in learning conversations with the children. Teachers often sat at the children's eye level, maintained eye contact and were active play partners in their activities. For example, teachers in the Infants group joined the children in the bird's nest as they hunted for eggs of various colours. There was an appropriate balance between adult-initiated and child-initiated learning. The learning centres were purposefully planned to promote children's curiosity, creativity and exploration. The exploratory, open-ended play opportunities and creatively designed resources provided children with rich multi-sensory learning experiences. Notwithstanding, in a significant minority of lessons, the more able children were not sufficiently challenged and so they did not always make the progress they were capable of. Staff were consistent in their management of the learning environment and had clear expectations for behaviour. Consequently, almost all children behaved well and played and worked well together.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as good. Across the Centre, children were inquisitive and exhibited positive dispositions towards their learning. The thematic approach and purposeful learning environments ensured the transfer of skills allowing all children to use their imagination, creativity and link to real-life connections while cooperatively working together in pairs and groups and learning how to take turns. Most children worked independently, however, a few needed direct teacher help. Kindergarten children were able to write their first name and used their phonological skills to spell cvc words such as car, bus. In an Infant class, children had an opportunity to hunt for eggs in a large bird nest while Kindergarten children completed a model of their favourite transport and explained about it in show-n-tell. One child described the rocket boosters on his spaceship and explained that they gave the rocket power. All children were comfortable taking risks and concentrated well. Resources were readily available which engaged them to use their developing skills to manipulate a range of resources and materials. The integration of information and communication technology enriched the children's learning evidenced through their interactions with the games and Apps on their iPads, action songs and nursery rhymes. Children used their critical thinking skills to predict which plastic fruits would sink or float. There was the need to extend and deepen learning for the more able children and to gradually extend the centre time to ensure all children had enough time to develop their skills and understanding in the different early learning goals.



TEACHING, LEARNING AND ASSESSMENT



Assessment

Assessment was judged as satisfactory. Following the previous inspection, the principal and staff had reviewed and improved assessment systems and practices. An Assessment Policy was developed that provided clear guidance to staff. Teachers recorded information about children's learning and development using a variety of assessment systems including on entry checklists, anecdotal records, pictures and termly reports. Additionally, the Centre had recently introduced an online assessment software that was beginning to provide a rich coherent picture of children's learning in the early learning goals. However, not all staff were fully conversant with the online assessment. As a result, training in the use of the software was planned for all staff. Termly reports were issued for each child which included next steps in their learning. Teachers had sufficient knowledge of children's individual strengths and weaknesses. However, staff did not always use assessment information to plan to meet the range of children's learning needs, particularly for those children who required additional challenge.



CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Curriculum

Curriculum was judged as good. The curriculum was broad and balanced. It was appropriately aligned to the Cayman Islands Early Years Curriculum Framework and the Birth to Five Matters Guidance. Staff planned an innovative and effective approach to the curriculum which successfully promoted engaging learning experiences for the children. Teachers developed long range plans mapped to themes for each age group and included shared reading books and suggested activities. Teachers' lesson plans reflected integrated objectives for mathematics, literacy, science, art and craft and ICT and included the teacher's reflection and next steps, although some plans were better developed than others. Emphasis on progression of skills ensured that each year group built on the learning gains made in the class below. For example, younger children learned about numbers through rhymes and concrete activities while older children solved simple addition and subtraction problems. Children were given opportunities at the Christmas Concert to showcase their talents in dramatic plays, dancing and singing and developed their gross motor skills and sportsmanship by participating in the Annual Sports Day. There was scope to extend learning for the more able and to embed aspects of the Caymanian Culture into daily routines. The library and classrooms were well-resourced and books in the classroom libraries were linked to the themes. The Centre had implemented the Letters and Sounds Phonics Programme and all staff had received training. Additionally, the curriculum was enriched through the use of ICT and regular planned activities involving visits by community helpers and fieldtrips to key areas of interest in the community.



SAFETY AND SUPPORT

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



Health and safety

Health and Safety were judged as good. All safety requirements such as fire and earthquake drills, injury and illness logs and administration of medicines were in place. Appropriate risk assessments were developed for field trips. There was a satisfactory certificate from the Department of Environmental Health. However, the Centre needed to renew the Fire Certificate. Regular maintenance checks were carried out and identified issues were appropriately addressed. High standards of care and good hygiene were evident throughout the Centre. The premises and facilities were secure and clean. Staff were trained in child protection and First Aid. There were two designated child protection officers. Healthy lifestyle was systematically promoted in all aspects of the Centre. Consequently, almost all children were developing age appropriate awareness of the importance of healthy foods, rest and exercise to good health. Healthy meals were made and served on the premises, and parents were encouraged to pack healthy snacks from home.



SAFETY AND SUPPORT







Support and guidance

Support and Guidance were judged satisfactory. Positive relationships were evident between teachers and the children. All teachers supported the children to feel safe to explore and take risks. The Centre encouraged high expectations for all children and teachers used specific praise to recognise and reinforce positive behaviour. Additionally, teachers used Calm Down Centres in all classrooms and the Zones of Regulation to help students to recognise and verbalise how they are feeling. The Centre was inclusive, and children received additional support from the Early Intervention Programme (EIP) Specialists. A monitoring and referral system was in place and all teachers were aware of the procedures. Learning Support Plans (LSPs) had been developed and were updated termly by the EIP practitioners, but teachers' planning did not always reflect the LSP targets. Parents had input into the development of the LSPs by identifying a Family Priority Goal and received regular feedback from the EIP practitioners on their child's progress. As noted in the previous inspection, there was scope to strengthen the partnership with EIP to ensure that the LSP goals were incorporated into the teachers' planning to reinforce the learning by using specific strategies to support the children or if needed, modification of the curriculum and classroom environment. Although there was verbal discussion with the EIP practitioners, closer collaboration and written records will ensure that teachers are better able to support the children with the additional learning needs. A new Special Education Needs Coordinator (SENCo) had been identified and plans were in place to train staff in the New SEND Code of Practice.



LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was judged as good. The principal had successfully built upon the work of her predecessor. She led and managed the work of the Centre very efficiently and provided a good role model for the staff. Both the principal and staff demonstrated an ethos of professionalism and collegial working. Staff had participated in a range of planned professional development opportunities and this was positively impacting their practice. There was a clear focus upon improving standards and the Principal and staff had been effective in improving children's achievement in key aspects of the early learning goals. A distributed model of leadership was promoted as responsibilities were devolved to various staff members. The principal and staff participated in regular planning meetings to review and improve aspects of the programme to better promote improved learning outcomes for the children. There were established systems in place for monitoring the work of the Centre. However, lesson observation tools needed to be more robust. Governance arrangements ensured appropriate monitoring and oversight of the Centre's work.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and school improvement planning were judged as satisfactory. The Centre's self-evaluation was appropriately aligned to the OES Successful Schools and Achieving Students 2 Framework. However, there was insufficient focus upon the impact of strategies and actions on children's learning outcomes. The Centre's Action Plan was realistic and reflected most of the areas requiring development as identified in the previous inspection report. However, the plan did not fully reflect all the key priorities for action. For instance, it did not include two key recommendations from the previous inspection report. Staff were involved in self-evaluation processes and all were keen to help the Centre improve. The Principal monitored the work of the Centre through observation of teaching and other strategies. Planning and review had led to improvements in key aspects of the Centre including children's achievement. The Centre had made satisfactory progress in addressing most of the recommendations from the previous inspection report.



Links with parents and the community

Links with parents and the community were judged as good. The Parent Teacher Association was very active in supporting the work of the Centre. For example, the PTA was instrumental in partnering with FLOW to provide iPads for the classrooms. On the Centre's Annual Culture Day, families prepared food, wore their native dress/costumes, and shared their customs to promote children's understanding of cultural diversity. Parents were involved in home projects and had assisted children to make their favorite transport using reusable materials. Teachers also created centres and displays from reusable materials. These activities were helping children to understand the importance of recycling and reusing. Regular two-way communication through emails, telephone calls, use of WhatsApp messages, and weekly activity updates and reminders kept parents informed. Report cards identified next steps in the children's learning and were issued during termly reporting conferences. The embedding of the online assessment, *Tapestry* will provide parents with real time updates on their child's learning and development. The Centre had forged beneficial relationships with other schools by hosting educators from on island and from Cayman Brac. Staff from the Centre had also visited a centre rated Excellent by the Office of the Education Standards to observe good practice. Literacy is For Everyone (LIFE) had donated storybooks for the library and classrooms and a volunteer visited the Centre regularly to read to the children. The Centre also effectively promoted the children's sense of responsibility through the act of giving such as Dress Down days to raise funds for Meals on Wheels and the Breast Cancer Awareness Campaign.



LEADERSHIP AND MANAGEMENT

Staffing and the learning environment

Staffing and the learning environment were judged as good. Staff were suitably qualified with several teachers having degrees in early childhood development. Staff retention levels were high. The purpose-built facility included areas such as a library, multipurpose hall, sick bay, cafeteria and separate bathrooms for boys and girls. The learning environment both indoor and outdoor effectively extended the curriculum. Indoors, there were distinct interest areas with a suitable range of resources in easy reach of the children which promoted choice and independence in their learning. The spacious outdoor areas had a range of play equipment including swing sets, slides and climbing frames as well as mark making boards. Additionally, the children were learning to take care of animals including birds, fish, hamsters and rabbits. The children had planted vegetables in grow boxes so they were beginning to understand the reciprocal relationship between themselves and the environment. Throughout the day, all children had access to a wide range of high-quality resources including developmentally appropriate books. Children also had access to resources such as iPads which supported their understanding and knowledge of information and communication technology. During the inspection, teachers of the Kindergarten groups made effective use of technology to support delivery of the curriculum. For example, the children engaged in a variety of educational games and other activities on iPads which were linked to specific learning objectives. There was scope to further promote children's opportunities for discovery and enquiry by maximising the potential of the spacious, well-resourced outdoor learning environment to support children's learning.



SURVEY RESULTS

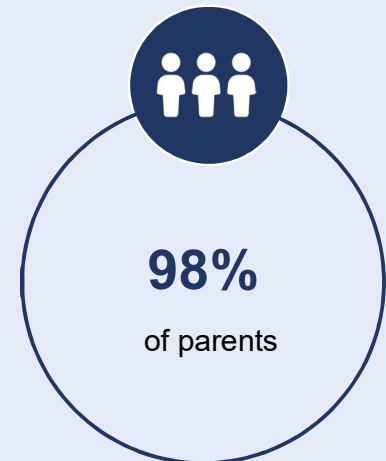
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	48	Staff	16
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Parents

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

There was a marginal decrease in the number of parents who completed the OES online survey ahead of the inspection in comparison to the 2019 inspection. The feedback from parents on the quality of the Centre’s provision was highly positive. All parents agreed that the Centre provided a safe and caring environment and that their child was treated fairly. Most agreed that the Centre dealt effectively with incidents of poor behaviour. Almost all felt that children were making good progress in all aspects of early communication and literacy skills and most agreed that their child was making good progress in developing their mathematical and early scientific understanding. Almost all parents felt that children were learning to share, develop their social skills and have respect for themselves, their peers, and the environment. Equally, they felt that their children were provided with wide range of play opportunities daily. All parents felt that their child enjoyed attending and that they were inspired to learn. Almost all believed that the quality of teaching was good. However, only a majority felt that the Centre provided good support to children with special educational needs. Almost all parents felt that the Centre was well led and agreed that they received information on the school improvement plans. Almost all agreed that the Centre has good quality resources, and that staff were qualified. Most felt that communication was effective and timely and that the school responded appropriately to parental concerns. Almost all parents agreed that they received regular, comprehensive, and accurate feedback on their child’s achievements and progress. Most parents felt that the parent meetings were helpful and held regularly. The majority of parents agreed that the Centre has established good links with the community and that the field trips and visitors enhanced the learning provision.



Strongly Agree and Agree

2%

Increase since the last inspection



SURVEY RESULTS

Staff

Survey: This preschool provides a good quality of education.

Sixteen teaching and support staff completed the OES online survey ahead of the inspection. Most had worked at the Centre for three years or more. The feedback from staff on the quality of the preschool's provision was highly positive. All staff agreed that the Centre provided a safe and caring environment for everyone in the school community. Similarly, all felt that the behaviour of most children in the Centre was good. All agreed that the Centre dealt effectively with incidents of poor behaviour, and that children were treated fairly. All staff agreed that the Centre promoted a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. All staff felt that the centre provided good support to children with special educational needs and that the centre had appropriately qualified and suitably skilled teachers and staff. All expressed that the Centre had sufficient resources of good quality to support their teaching. All staff agreed that there were good assessment systems in place. All staff indicated that they were involved in the process of self-evaluation and improvement planning. All staff felt that the Centre was well led and that the Centre effectively supported their professional development. Likewise, all agreed that parent teacher meetings were well attended and helpful and that parents were effectively involved in the work of the Centre. All felt that the Centre enjoyed good links with the community. All staff expressed satisfaction with the Centre's overall provision as all agreed that the Centre provided a good quality education.



100%

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the Centre is judged to be providing a **good** quality of education, there will be no further inspections until the next cycle which commences in January 2024.



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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