

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

FEBRUARY 2023



SPROGS GARDEN PLAY SCHOOL

TABLE OF CONTENTS

Introduction	3
School Information	6
Key Strengths and Recommendations	8
Helping our students to achieve in key areas of their learning;	8
Promoting our students' personal and social development	8
Ensuring effective teaching to support our students' learning	9
Offering a curriculum that meets the educational needs of all of our students	10
Keeping our students safe and always supported	10
Leading and managing our school and developing our links with the community we serve	11
Overall Evaluation	12
Achievement	14
Teaching, Learning and Assessment	17
Curriculum	19
Safety and Support	20
Leadership and Management	22
Survey Results	25
Next Steps	27
About the Office of Education Standards	28



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	Sprogs Garden Play School
	Address	832 Walkers Road, George Town, Grand Cayman
	Telephone number	1 (345) 746-7529
	ECCE centre website	www.sprogs.ky
	Name of manager	Ms. Kelly Seymour
	Name of owner	Ms. Carolyn Chaloner
	Date of this inspection	February 15 - 16, 2023

Students

	Number of students on roll	74
	Age range of the students	9 months to 4 years old
	Grades or year groups	Infant (0-1), Junior Toddler (1-2), Senior Toddler (2-3), Pre-school (3-4)
	Number of Caymanian students	16
	Number of students with special educational needs	2
	Largest nationality group of students	Caymanian, British and South African

SCHOOL INFORMATION

Staff



Number of teachers

6



Number of teaching assistants

7



Teacher-student ratio

(1-3), Junior Toddler, (1-4), Senior Toddler (1-6), Pre-school (1-10).



Teacher turnover 9%

Curriculum



Main curriculum

CI Early Years



External tests and assessments

Pearson Ounce



Accreditation

N/A

School inspection overall performance history

Cycle 1 Inspection

January 2020



Good

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	 Excellent	▶
Respect	 Excellent	▶
Communication	 Good	▶
Well-Being	 Excellent	▶



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	 Excellent	
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	 Satisfactory	
5.2 Support and guidance	 Good	



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	 Good	▲
6.3 Links with parents and the community	 Excellent	▶
6.4 Staffing and the learning environment	 Excellent	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The center affords high quality play-based learning experiences that inspire learning providing a substantial degree of child engagement and choice.
- The highly effective arrangement of the well-resourced and stimulating learning environment was imaginatively planned which, promoted autonomy in children's new learning. Consequently, they had high standards of achievement across all four domains.
- Children were confident and resilient demonstrating positive learning dispositions, keen to try new things, support their classmates and learn from their mistakes.
- Highly productive links with parents and the community enriched and broadened the children's learning experiences supporting them to make sense of the world and community they lived in.

Recommendations

To improve assessment:

- Create a policy document in order to standardise the entry and analysis of child performance information.
- Further improve assessment systems and practices that ensure data is used effectively to meet the needs and challenges of all students, particularly the more able.

What has improved since the last inspection?

- Exploration
- Respect
- Communication
- Well-being
- Learning
- Self-Evaluation and Improvement Planning



OVERALL PERFORMANCE

► Good

The overall performance of Sprogs Garden Playschool remained good. Recent changes saw the appointment of a new Head and a Deputy Head to support future expansion plans. Senior leaders demonstrated a good capacity to lead further improvements. Sprogs Garden Playschool is an Early Years centre that opened in February 2018 and is owned by Ms. Carolyn Chaloner. Ms. Kelly Seymour is the recently appointed the Head of School. The playschool's philosophy is to offer a 'garden playschool' approach to early childhood care and education.





The playschool curriculum is aligned to the Cayman Islands Early Years Curriculum Framework (CIEYCF) and reflects the four domains: Exploration, Respect, Communication and Well-being. Children achieve very well across the domains although Communication was a little behind the rest. Although, the overall domain judgements remain the same the elements within had continued to improve.

Despite the recent staff changes teaching remained of a good quality, although a greater challenge could be afforded to the more able children. Children's attitude and engagement with learning was excellent and should be a key consideration when providing learning and development opportunities. Assessment was judged satisfactory and reflects the need for standardisation in practice and policy from leaders. Curriculum was judged good but similarly there was a need to standardise arrangements for planning and delivery. Health and safety were satisfactory as not all staff had completed the mandatory safeguarding training. However, the site was safe and secure providing a caring and nurturing environment.

Leadership remained good. Due to new leadership the impact of changes to raise standards was early in development. The centre had a distributed leadership model with a new role of Deputy Head to support greater staff development. Self-evaluation was improved with documentation more accurate and closely aligned to the inspection framework. The new role of Deputy Head supported the monitoring of teaching and learning although more time was needed to see this through to fruition. Links with parents and the community remained a strong feature of the centre but could further benefit from closer involvement regarding the improvement plans of the centre. The staff continue to demonstrate a capacity to improve and show a pride in their work. Resources continued to be of an excellent standard with plans to expand and improve.



ACHIEVEMENT

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



Exploration

Children's achievement in aspects of Exploration was judged excellent. All children demonstrated excellent Gross and Fine motor development that was evident across an extensive range of vehicles, (scooters, carts) swing, ropes and climbing apparatus. Fine motor skills were shown via a range of tools such as pencil, brush, rolling pin and plastic cutting tools. All children fully utilised both the indoor and outdoor environments to stimulate their natural curiosity. Children used their senses in a variety of contexts to assist with making sense of the world around them. Babies through their morning walk on the 'Kinder Van' experiencing the sights and sounds of the local community and 'boomer' their favourite dog. Children were able to count a number of cake tins, jugs of water and some suggesting how much money their mud pie should be sold for. Children are beginning to make predictions for instance how coloured water might be absorbed by a flower and alter the colour of petals. All children regularly used a wide range of scientific resources such as binoculars, magnifying glasses, scales, torches, measuring jugs to develop their inquiry and research skills. Children could classify items using terms like hard and soft to describe the changes to chocolate once it is heated. They interpret the world using and ever developing scientific vocabulary as they progress through the centre. Children are placing their newly acquired knowledge into real world contexts. However, an introduction to early programming toys and IT peripherals would be useful.

ACHIEVEMENT



Respect

Children's achievement in aspects of Respect was judged as excellent. All children were developing a positive sense of who they were and age-appropriate understanding of their rights and responsibilities. They made decisions about their learning and demonstrated excellent understanding of the limits and boundaries of acceptable behaviour. Children demonstrated care and concern for their learning environment by packing away resources after use. Almost all children responded with care, empathy and respect to the needs of their peers. Through role play and other planned opportunities, they were developing awareness of the roles of community helpers. Also, the youngest children's regular buggy ride through the community was successfully supporting their awareness of others and the world around them. Through caring for the vegetable garden and the rabbits, children were developing age-appropriate understanding of how the environment provides for them. Children were also learning about care and protection of the environment by participating in recycling. Children celebrated cultural events such as Pirate's week to develop awareness of their culture and that of others. The youngest children's "All about Me" learning portfolios also reflected and celebrated their cultural diversity. Displays in all rooms celebrated Caymanian heritage and children had learned a local folk song. Children were developing age-appropriate understanding of world religion by learning about religious observances such as Christmas and Diwali.



Communication

Communication was judged as good. All children were developing the skills of conversation in a variety of contexts, including circle time and centre activities. The older children, in particular were confident communicators and were developing a rich and broad vocabulary. Snack and lunch times were also social occasions where teachers and children regularly engaged in conversations. Also, children participated in activities such as read aloud, singing and mark making to promote their early language and literacy skills. There was scope to extend opportunities for mark making outdoors. Children, including the youngest, listened well and responded to songs, stories and rhymes. Older children responded appropriately to questions often recalling simple details from a story. Throughout the day, children regularly engaged in role play using costumes and props. Children experimented with a variety of media and expressed their creativity through free drawing, painting and modelling play dough. They also participated enthusiastically in music and movement activities and demonstrated awareness of slow and fast beats and soft and loud tones. All rooms had a wide range of developmentally appropriate books, including books about Caymanian culture, and comfortable areas with soft furnishings. Consequently, children spontaneously interacted with books throughout the day. Almost all demonstrated



ACHIEVEMENT




good book handling skills. Children in the Turtle group could identify their name in print. Older children were developing phonemic awareness but there was scope for a more systematic teaching of phonics for this group.

Well-Being

Well-Being was judged as excellent. All children demonstrated growing independence and age-appropriate understanding of making safe and healthy choices. Almost all children brought healthy snacks from home. Additionally, children were learning to manage their self-care needs independently. They washed hands and packed away their food containers independently. As a consequence of the secure and nurturing relationships between staff and children, almost all children demonstrated a growing capacity to self-regulate, including the ability to accept challenges and manage change. They were able to recognise unacceptable behaviour and had the self-confidence to respond appropriately. Children demonstrated awareness and concern for the safety and well-being of everyone. For example, they safely navigated the outdoor space, riding on their tricycles with due regard for the safety of others. Almost all children demonstrated positive social skills. They worked and played harmoniously and were learning to share and take turns. Staff viewed children as capable and competent learners, and this effectively promoted their independence and self-regulation. Additionally, staff modelled good behaviour and courtesy in speech often reinforcing expectations such as the use of 'please' and 'thank you'. Children were reminded to consider the feelings of their peers. Teachers structured opportunities during circle time for children to reflect on their learning and consider the moral messages in stories. For example, children listened to a story on plants which also highlighted the importance of sharing.



TEACHING, LEARNING AND ASSESSMENT

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



Teaching

Teaching was judged as good. All teachers planned multisensory experiences and used resources effectively to promote children's creativity, imagination and exploration. Lessons were planned to reflect children's interest and teachers used resources effectively to promote children's learning. For example, in the Starfish group, children's early mathematical understanding was promoted through suitable resources to explore weight, number and measurement. Teachers used a mix of questions to support children to talk about their learning and to extend their thinking. They modelled language well to promote children's language acquisition skills. For example, teachers in Butterflies group sat at the children's eye level, maintained eye contact and encouraged them to vocalise. Toddlers responded well to sound and movement stimulation. All teachers managed the learning environment well and supported children to use appropriate strategies to self-regulate. Teachers were active play partners in the children's activities. For example, in the Turtles group, the teacher roleplayed as an emergency worker alongside the children. Teaching strategies did not always cater sufficiently to needs of higher achieving children. Particularly for the older groups, there was scope to deepen and extend learning for the more able. Teachers successfully used a range of strategies including questioning, modelling and learning conversations to support children to co-construct knowledge and to make sense of their world.





Learning

Children's learning was judged as excellent. All children clearly enjoyed their learning. They displayed positive learning dispositions and were motivated, interested and engaged in their learning. All children willingly accepted guidance and affirmation. They responded positively to requests to tidy their learning environment or to line up to transition indoors. Children worked well in pairs and groups and were beginning to form friendships. In the Tadpoles group, they all celebrated their friend's birthday during pretend play. They were learning to share and take turns. Children demonstrated responsibility for their learning. They made decisions about their learning. For example, on arrival, they independently selected resources and activities and teachers respected their choices. Children were active participants in their learning and were supported to make connections between new and prior learning. They were interested in finding out things for themselves. For instance, children made predictions about what they thought would happen to the stem of a plant that they cut and placed in a jug of water with red food colouring. Children were encouraged to ask questions, to express their feelings and to negotiate and problem solve. Consequently, almost all were beginning to demonstrate initiative and resilience in their learning. For example, in the Starfish group, a child was encouraged to use his words and to express his feelings to a classmate, instead of crying. The planned environment supported children to apply their learning to the real world. For example, they knew that plants needed air, water and sunlight to survive and enjoyed watering the plants in the vegetable garden.





Assessment

The assessment of children was judged satisfactory. The centre used the Pearson scale to benchmark the children's performance against the correct developmental milestones on a four-month cycle. The 'HiMama' application was used to record and monitor the child's development through picture and teacher comments. However, the alignment to the curriculum standards was inconsistently applied by teachers and thus did not always support targeted intervention or accurately identify progress. The tracking and monitoring of SEND children was much stronger with initial pre-entry assessment and then regular six-week reviews that ensured these children continued to make progress throughout the year. Children had learner profiles that were communicated to parents and were well received. Parents commented highly regarding the quality of verbal updates during drop off and pick up. Teachers were aware of the strengths and weaknesses of their children and verbal feedback was regular. Whilst child information was gathered by the centre it was seldom used to target specific interventions or to set progress targets, thus individual progress was sometimes limited. The centre did not have a standardised policy for the collection or analysis of child data as such a number of individual teacher led approaches were evident creating unnecessary inconsistency.

CURRICULUM

Quality Indicator	Early Years
4 Curriculum	 Good





Curriculum

Curriculum was judged as good. There was a clear rationale underpinning the curriculum. The Centre's garden play school philosophy successfully promoted children's hands-on learning in meaningful and authentic contexts. Additionally, the enquiry-based curriculum was carefully constructed to reflect the early learning goals in the Cayman Islands Early Years Curriculum Framework. There was an integrated approach to learning and the planned programme incorporated a suitable range of play opportunities including language play, socio-dramatic play, construction and imaginative play. Additionally, a wide range of developmentally appropriate learning resources were used successfully to promote children's emerging literacy and numeracy skills. All children experienced a broad and balanced curriculum. The curriculum was enriched by a sharp focus on environmental awareness. Consequently, all children were developing age-appropriate awareness of the reciprocal relationship between them and the environment. Visitors from the Cayman Arts Centre, Humane Society, the National Trust as well as partnerships with Junk to promote recycling effectively enriched the quality of the children's learning experiences. There was evidence of ongoing curriculum review to further enhance children's learning experiences. However, there was inconsistency in teachers' planning and teachers worked with multiple planning documents; consequently, this required review. There were plans to re implement regular field trips as part of the programme to promote opportunities for children to learn from and within the local community.



SAFETY AND SUPPORT

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



Health and safety

Health and Safety were judged satisfactory as almost all regulatory requirements were met and there were effective arrangements to ensure children play and learn in a safe and caring environment. This was supported by parents' comments in the survey and in person during the inspection visit. Fire drills were up to date, and checks were regular with clear record keeping. Entry and exit systems ensure all visitors sign in and a new radio system ensured all staff were immediately informed of any major incident. Children's attendance was recorded on HiMama ensuring all staff knew who was being picked up and at what time. Healthy lifestyles were systematically woven into the fabric of the centre with books like 'Why should I eat well'. Regular opportunities to engage in physical activities outdoors were supported through healthy snacks and lunches. The outdoor areas had significant artificial shade and natural cover. When younger children go for their daily walk, all had sun hats and sun cream. Water bottles were always available particularly when outside and breaks were regular and often. Younger children had the opportunity to sleep if needed although beds could be better spaced. Some children needed reminding and monitoring to ensure regular handwashing particularly after meals. Whilst staff were aware of the child protection policy not all staff had completed the mandatory training.









Support and guidance

Support and Guidance were judged as good. Teachers knew the children well and positive affirming relationships were evident between them and the children. The Centre promoted an inclusive ethos. The Special Educational Needs Coordinator (SENCo) expertly coordinated care and support for children with special educational needs so they could achieve their learning goals. The SENCo gathered information on children's needs in advance of them starting at the Centre. Additionally, children were closely monitored during settling in to ensure that their needs were met. There was exemplary practice in the support for children with special educational and additional learning needs. This included well-developed systems and procedures for tracking, monitoring and reporting on the progress of children with special educational or additional learning needs. The revised Special Educational Needs Policy was in line with the Cayman Islands revised SEND Code of Practice. Children's learning support plans were developed and reviewed at six-week intervals. The SENCo had regular conferences with external providers and families and provided coaching and support for staff and parents. There was the need to introduce calming centers to provide children with quiet spaces to take breaks or to self-regulate. Also, the systems for tracking and supporting the progress of all children required review. There were well-managed arrangements to support children's transition into and from the center. The SENCo shared relevant information with receiving schools to ensure continuity of experiences and to support progression in learning and development for the children.

LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was judged good. The centre had recently appointed a new Head and although too soon to see any impact upon child outcomes, a number of changes and improvements had already been made. The Owner and the Head both had a clear vision and direction that was communicated to staff. The Head had identified key areas for development such as the standardisation of the assessment strategies and the re-drafting of the self-evaluation documents. The centre had a distributed leadership model with middle leaders responsible for key areas of the centre like staff coaching and health and safety. Historical data suggested that leadership at the school had been responsible for good or better outcomes for many of the children. Due to the recent inception of the new Head, the accountability of staff for the performance of children is a developing feature of the performance management system. CPD was valued by staff and the owner who had sponsored the training of staff qualifications through UWI. The appointment of a Deputy Head had allowed for greater teacher development within the team to drive up and maintain standards. Leaders are perceptive and anticipate future challenges for instance there were plans to develop the existing site and reimagine some of the spaces. Although parents were very supportive of the centre no formal governing body exists that could hold leadership accountable for the performance of the centre.



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged good. The new Head had amended and improved the self-evaluation to accurately reflect the centres performance and aligned judgements to the inspection framework. As a result, plans were in place to address the required improvements. For instance, termly reviews were now more regular and broken down into key focus areas such as academics, PSE and class environmental reviews that feed into the new staff performance management system and centre improvement planning. Assessment data was reviewed every four months against the Pearson Scale although this was not always evident in progress. The leaders had addressed the issues from the previous inspection report like world religions in learning and the improvement of the community links which for the latter was particularly evident with the baby's 'community walk' each day. The additional role of an assistant Head had allowed for the closer monitoring of teacher performance although this was still in the early stages of inception. The new approach to monitoring centre performance should provide greater focus on child progress and setting effective targets that supports children reaching their full individual potential.



Links with parents and the community

Parents and the wider community were judged Excellent. The centre had successfully built upon the previous report and parents stated that the new Head of School and her colleagues were approachable and effective particularly in their responses when parents had any questions or concerns. Communication was facilitated through annual parent meetings, 'bring your parent to school' days, regular daily verbal updates and an online application although this was inconsistently linked to specific progress and targets. The use of a number of initiatives like 'stay and play' and parent/teacher 'happy hours' had resulted in a closer community cohesion. Parents had been involved and supported the centre through an advisory board which was an area the new Head was keen to continue and improve. Parental workshops had supported and assisted greater parental understanding regarding child development. As such parents were involved in the raising of standards which had improved since the previous inspection. Communication was strong with parents remarking on the quality of verbal feedback from teachers and the access to 'HiMama' showing pictorial evidence of their child's activities. However, communication could be improved with the standardisation of expectations through something like a 'Home/School' agreement. A range of trips and visits were being reinstated to ensure there was a tangible relationship between the community and the school.

Staffing and the learning environment



Staffing and the learning environment was judged Excellent. Teaching staff were well qualified with suitable experience. Most staff spoke passionately about their training plans and career development. The centre ran smoothly each day with staff carrying out their responsibilities with little supervision required. Staff had recently gone through a significant change with new leadership and some teachers, although morale was high and the staff outlook was optimistic. The premises were modern and of a high quality providing a stimulating and inspiring learning environment for children to learn and develop. Classrooms were bright and airy full of interesting resources to engage children and reward curiosity. The centre was age appropriate with resources at the correct height supporting independent accessibility. A variety of outdoor spaces were provided that fully supported a play-based learning environment which the timetable ensured was efficiently used to maximise learning. The outdoor centres were imaginatively named like the mud kitchen called the Caboose and a water station called Potions, a garden area allowed children to water and tend to plants and the centre rabbits allowed for the care of animals. However, the centre could benefit from the introduction of calming zones to support more privacy when regulating new behaviours.

SURVEY RESULTS

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

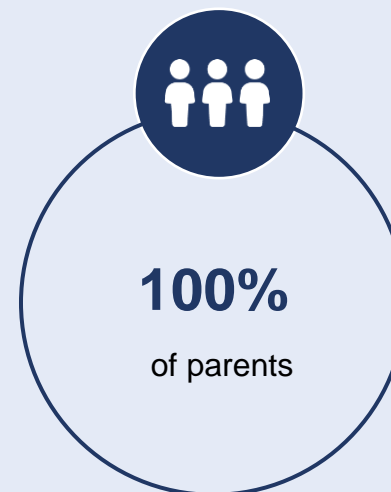
Parents	60	Staff	12
---------	----	-------	----

Parents

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

Commentary here explaining any significant differences in survey responses and parents’ views since the last inspection.

Sixty parents responded to the OES online survey ahead of the inspection. The number was the same as previous years. Almost all parents surveyed had been at the centre for less than three years and over a third less than one year. Most parents had children at the centre between the ages of 2 years and 4 years with 87% non-Caymanian. Almost all parents thought that the school was well led, that resources were of a good quality, teachers were well qualified and as a result their child was inspired to learn. At least most parents suggested that they thought their child was making good progress in a range of areas particularly with personal and social skills slightly less for scientific understanding. Almost all thought teaching was good, that their child enjoyed coming to the centre to learn and all suggested that opportunities each day were wide ranging. Parents were less confident when asked about the regularity of trips and visits, the support for additional needs, links with the wider community or their effective involvement in the work of the centre. Almost all said the centre was safe and cared for their children and that their child is treated fairly. Most parents surveyed said that the centre deals with incidents of poor behaviour effectively. All parents surveyed stated that they were satisfied with the quality of education provided by the centre.



Strongly Agree and Agree

3%

Increase since the last inspection.



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Commentary here explaining any significant differences in survey responses and parents' views since the last inspection.

Twelve teaching and support staff completed the OES online survey ahead of the inspection. The number of respondents was similar as the previous inspection report. A significant minority had worked at the preschool for one year or less. All staff agreed that the centre provided a safe and caring environment for everyone in the school community. Likewise, all felt that the behaviour of most children in the centre was good. Additionally, all agreed that the centre dealt effectively with incidents of poor behaviour. All staff felt that children were treated fairly. All staff expressed that the centre promoted a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. Almost 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. Only a majority agreed that there were good assessment systems in this centre. Similarly, only a majority indicated that they were involved in the process of centre self-evaluation and improvement planning. All staff felt that the centre was well led and that the centre effectively supported their professional development. Almost all agreed that parent teacher meetings were well attended and helpful and that parents were effectively involved in the work of the centre. Almost all believed that the centre enjoyed good links with the community. Almost all staff agreed that the centre provided a good quality education. Seven staff made written comments about the quality of the centre's provision. All made highly positive comments about how the preschool's play-based philosophy promotes learning for children.



Strongly Agree and Agree

-8%

Decrease 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 the playschool 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





www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133, Elgin Ave, George Town
Grand Cayman