

# EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

March 2023



**PRECIOUS GEMS PRESCHOOL**

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# INTRODUCTION

## INSPECTIONS OF EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

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

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving 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:

<b>Excellent</b> - exceptionally high quality of performance or practice	 Excellent
<b>Good</b> - the expected level for every school in the Cayman Islands, both public and private.	 Good
<b>Satisfactory</b> - 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
<b>Weak</b> - 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:

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









# SCHOOL INFORMATION

## General information

	<b>Name of ECCE Centre</b>	Precious Gems Preschool
	<b>Address</b>	369 Walkers Road, Grand Cayman
	<b>Telephone number</b>	1 (345) 929-9313
	<b>ECCE Centre website</b>	Not applicable
	<b>Name of manager</b>	Ms. Asha Singh
	<b>Name of owner</b>	Ms. Asha Singh
	<b>Date of this inspection</b>	March 6 - 7, 2023

## Students

	<b>Number of students on roll</b>	55
	<b>Age range of the students</b>	1 Year Old to 5 Years Old
	<b>Grades or year groups</b>	5
	<b>Number of Caymanian students</b>	26
	<b>Number of students with special educational needs</b>	5
	<b>Largest nationality group of students</b>	Caymanian



# SCHOOL INFORMATION

## Staff



**Number of teachers**

4



**Number of teaching assistants**

7



**Adult-Child ratio**

1 to 5



**Teacher turnover**

## Curriculum



**Main curriculum**

Cayman Islands Early Years Curriculum Framework



**External tests and assessments**

N/A



**Accreditation**

N/A

## School inspection overall performance history

**Cycle 1 Inspection**

December 2019



Weak

**Cycle 2 Inspection**

March 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	 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	 Good	▲
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	 Good	▲
6.4 Staffing and the learning environment	 Satisfactory	▲



# KEY STRENGTHS AND RECOMMENDATIONS

## What the Centre does well

- There were notable strengths in the Centre's creation and delivery of a play based early years approach.
- Consistent assessment and tracking of children's achievement and progress has led to improvements in key aspects of children's learning.
- Staff engaged in deep, meaningful interaction with children to elicit children's deeper thinking and to enhance their learning.
- Leadership demonstrated the capacity and commitment to improving the quality of provision.

## Recommendations

**Effectively use assessment data and analysis so that teachers adapt planning and learning environments to meet the needs of all children.**

**Ensure that horizontal and vertical progression in children's learning is carefully planned and sequenced and that phonological awareness planning is more focused on the age and stage.**

**Ensure that the Centre's recruitment continues to be of a high quality to match the needs of the Centre.**

## What has improved since the last inspection?

- Children's achievement in all four Key Focus Areas
- Teaching
- Learning
- Assessment
- Health and safety
- Support and guidance
- Leadership
- Self-evaluation and improvement planning
- Links with parents and the community
- Staffing and the learning environment



## OVERALL PERFORMANCE

### ► Good

Precious Gems Preschool was judged as good overall. The Centre had made remarkable improvement since the previous report when it received a weak judgement. There was improvement in almost all performance indicators, with only curriculum remaining satisfactory as it was in the previous inspection.

Children's achievement in all four key focus areas had considerably improved, with their mathematical, cultural and listening skills being exceptional. Teaching had dramatically improved and teachers were now confident facilitators of a play-based approach to learning. Classroom management procedures were consistent and effective and created a safe and pleasant environment which inspired learning. Children were active learners with positive attitudes. They were able to engage in activities for sustained periods of time without adult support. While the Centre had robust assessment tools to monitor the achievement of children and there was good high-level analysis done of Centre wide assessment information, the details were not yet effectively used to plan to meet the needs of all children, and therefore assessment was judged as satisfactory.





Curriculum was judged as satisfactory. While the Centre offered a play-based approach and the curriculum was broad and balanced, lesson plans lacked detail of differentiation. The Centre had multiple curriculum documents which were of high quality but they now needed to be brought together to ensure full coverage for each group and across cohorts.

Health and safety were judged as good. The safety of children at the Centre was of utmost priority and there was a culture of safety and cleanliness throughout. Children were keenly supervised at all times and the Centre had met all regulatory requirements. Support and guidance were judged as good as teachers knew the children's needs well and relationships were nurturing and supportive. Children with special educational needs made good progress. However, reflection upon the academic progress monitoring system to ensure teachers gave good advice was required.

The Centre had gone through a remarkable journey of improvement since the previous inspection and the leaders had a vision which they were dedicated to for the Centre and leadership was judged as good. Self-evaluation and improvement planning had been effective and resulted in improvements across the Centre and were judged as good, as was links with parents and the community. Staffing and the learning environment were judged as satisfactory, with more effective use of the outdoor space needed to ensure that targeted learning was supported.



# ACHIEVEMENT

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



## Exploration

Children's achievement in Exploration was judged good. Almost all of children were making good progress in the development of their gross and fine motor skills. Children were regularly observed climbing, jumping, throwing, catching and generally engaged in a wide range of physical activity. They developed their fine motor skills through early mark making on the outdoor chalk board and through a range of centre-based learning opportunities such as using eye droppers and tongs, moulding playdough and using the simulated medical tools when role playing as a doctor. Children used their senses as they responded to aircraft sounds as they flew overhead and engaged in sensory activities such as freeing sea animals from ice as it melted and finger painting. Most children could categorise using number and colour. They could identify different kinds of fruit and vegetables such as peppers and tomatoes. Children were caring towards the Centre pets; rabbits, parakeets and fish and also engaged in the care for the natural world through their vegetable garden. Children could count how many items were in the shopping basket. The majority could identify numbers on a dice roll and orientate the numbers correctly. Some older children used a keyboard with monitor and phone when pretending to be a nurse in hospital. Others used stethoscopes, spoons for medicine and applied bandages to each other and their teachers. The Centre should develop greater independence of scientific and investigation skills allowing children to explore the world around them.





## Respect



Children's achievement in Respect was judged good. Almost all children demonstrated an understanding of acceptable behaviour and showed care and empathy for others. All children, even the youngest toddlers, demonstrated the ability to care for themselves as expected. Almost all children took turns and shared fairly and there were only a minimal number of disputes observed. Children were familiar with community helpers and could identify the roles of the doctor, nurse, fire service, police and chef, for example as many of these had visited the Centre and interacted with the children. Children knew about the Cayman environment, cared for their immediate environment by helping keep it clean and orderly and understood the reciprocal relationship between themselves and the environment. This was demonstrated as they tended the vegetable garden, harvested the crops and then enjoyed eating the vegetables. The children placed items in recycling containers and interacted with learning tools made from reused items. Almost all children were extremely well versed in Caymanian culture and heritage; participating in the National Song with reverence, interacting with and identifying the National Symbols and being able to recognise and name the Premier, for example. They had visited culturally relevant sites which had helped enhance their learning. Children also learned about other cultures during events such as Commonwealth Day Celebration. Children said grace before meals, listened to and knew Bible stories and participated in daily devotions and various religious celebrations. They also knew about religions of the world.

# ACHIEVEMENT



## Communication



Children's achievement in Communication was judged good. Children had well developed conversation skills in a variety of contexts. They seemed comfortable and confident sharing information, ideas, feelings and needs. All children were acquiring writing skills as they moved through the developmental writing process. Younger children made spontaneous marks on blank paper with crayons while older children were able to write their name and form letters. Children enjoyed writing on the chalkboard outdoors and using Post-It Notes to scribble shopping lists. Almost all children demonstrated behaviours that indicated active listening in a variety of contexts. In all groups, children listened attentively to stories, songs, short videos about community helpers, for example, and music. They were able to respond appropriately using questions and comments as they processed information. A volunteer reader from Literacy Is For Everyone (LIFE) read stories to each class and children asked questions about the stories, applied their prior knowledge and made predictions when listening to the stories. Children expressed themselves creatively using paint, musical instruments and role play. All children knew that print had meaning and they demonstrated good book handling skills. Children learned letter sounds and older children were rhyming and developing good phonological awareness. More advanced children now needed to better use their knowledge of letters and sounds to read simple texts and have a go at inventive spelling as they write in different contexts.



## Well-Being

Children's achievement in Well-Being was judged as good. Children made healthy choices and were demonstrating a growing independence. Children were able to put their shoes on and feed themselves. They made healthy choices with regards to rest and physical activity. Almost all children displayed high levels of self-regulation and showed resilience as they persevered at tasks. There were very few disputes throughout the day, and children applied codes of behaviour to work together harmoniously. All children ably followed the routines and the classroom procedures, some with the support of picture schedules. Although children were able to overcome small disputes, they still needed to develop more sophisticated conflict resolution strategies. Children reflected on their work and experiences, often responding with clarity when adults asked them their opinion of their work. They looked at pictures of themselves which were displayed around the Centre and talked with enthusiasm about what was happening. One child reflected on a picture of herself with a kite, and talked about the wind making the kite fly. Children showed resilience as they made continued attempts at tasks as they perfected their skills.

# TEACHING, LEARNING AND ASSESSMENT

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

## Teaching

The quality of teaching was judged as good. Almost all of learning opportunities resulted in good outcomes for children. Teachers created a play-based learning environment through a range of centre-based learning opportunities that supported independent progress. The day was well structured to provide alignment between circle time, centre-based play and the outdoor environments. Opportunities to learn were carefully planned although some lesson planning was inconsistent and lacked the clarity for differentiation. Classrooms were well resourced and at a child friendly height supporting independence and choice for children.

Use of the outdoor spaces complemented and enriched the learning however purposeful outdoor activities could be further aligned to learning outcomes. Teachers' pro-active interactions were fun and ensured all children were actively engaged in learning of their choice. Teachers' questioning was deep and meaningful and resulted in longer, more interesting conversations between child and teacher. Teachers' classroom routines and the effective use of sanction and reward systems ensured behaviour was always conducive to learning and progress. Teachers used class helpers and modelled solutions to ensure children were clear about the expectations and any potential solutions. Children were curious and inquisitive with teacher questioning supporting critical and deeper thinking although, the level of challenge and matched learning opportunities for the more able children required greater focus.





## Learning

The quality of children's learning skills was judged as good. Children were active learners choosing which Centres to engage with, although older children did not always get the opportunity to collaborate with their peers. When in Centres, almost all children were able to engage for sustained periods of time without the requirement for adult support. Children had positive attitudes towards their learning and were keen to interact with learning opportunities. Children could communicate their learning to peers and adults. For example, children explained that turtles need to be cared for as they are important to the Cayman Islands. Another group pretending to be vets talked about which x-rays matched their selected pets. Children were beginning to think more deeply and be critical of their experiences evident with their selection of centres that changed overtime. Children were able to discuss what had changed to the expanding sand once water was added and how mixing primary colours produced a different new colour. Children are keen to find things out for themselves and choose their own ways of solving problems. For instance, a child had several iterations to take a large ball up to the top of the tower showing resilience and tenacity. Children were able to match their learning to real life situations. For example, children could link their observations in a science experiment that produced a brown coloured slush suggesting it looked like the brown soda – 'Coca Cola'.



## Assessment

Assessment was judged as satisfactory. While there was an array of effective assessment tools such as a quality baseline assessment, regular anecdotal records, portfolios and learning journey documents which were accurately analysed, staff and leaders were not yet using the high-quality information gained in order to focus keenly on plans for each learner and each group of learners. There were organised structures for record keeping, but staff did not use the information to plan specifically for each child. Teachers had sufficient knowledge of children's strengths and needs. The Centre performed high quality analysis of the assessment information and knew where each group of learners was developing and how they needed to be supported in their learning. The Centre now needed to ensure this analysis was continued and used effectively to enhance learning for children and to inform the work of the Centre. Children's strengths in reflection should be further developed to function as effective self and peer assessment.

# CURRICULUM

## Quality Indicator

## Early Years

4 Curriculum



Satisfactory



### Curriculum

The quality of curriculum was judged satisfactory. The Centre provided a play-based curriculum that was broad and balanced covering all four domains of the CIEYCF. The daily structure of activities ensured a balance of adult and child-initiated play. The curriculum had been recently reviewed resulting in changes to the literacy programme from 'Jolly Phonics' to 'Letters and Sounds.' Long range planning was comprehensive and detailed a wide range of shared stories throughout the year however, it lacked adequate focus upon progression as did some of the content webs. Teachers used Phonological and Phonemic Awareness (PPA) planning documents when preparing lesson plans although greater detail was required to embed PPA correctly into each age group. Previous learning was considered via diagnostic assessment as children enter the Centre for the first time. Teachers' lesson planning provided opportunity to reflect upon the days' learning opportunities and afforded greater information when teachers then planned for future learning. The curriculum was further enhanced through the development of themes. The curriculum afforded regular interaction and engagement with the wider school community. For example, 'Commonwealth Day' was very well supported by parents; with a parent who was a pilot running full 'check-in, departure, flight and landing' activity for children. The community group LIFE regularly came into the Centre to read to the children, Fire, Police and a Chef supported the Centre as community helpers and children raised money for a local sick child. The Centre needed to now bring together the multiple curriculum related documents to ensure that lesson/centre plans provide clear progression so content and activities effectively meet the needs of all children. Furthermore, that differentiation is embedded in the lesson/centre planning documentation as to be useful and practicable for teachers.





# SAFETY AND SUPPORT

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



## Health and safety

Health and safety were judged as good. There were frequent and thorough checks carried out across the Centre using a safety checklist and issues were rectified when they arose. The Centre was well maintained both indoors and outside. Safety and hygiene were a focus for all staff and there was a culture of safety throughout the Centre. Children were well supervised at all times and in all areas of the Centre. Healthy living was promoted in daily activities. All staff were trained in Child Protection and CPR. The Centre had current inspection approvals from all regulatory agencies. Leaders had measured all rooms along with the Early Childhood Care and Education Unit and had posted the room capacity for each of the classes which then helped leaders to ensure enrolment was kept within the required space ratios. Risk assessments were conducted for field trips and pertinent medical information for children was shared with relevant staff members. Frequent and regular evacuation drills were conducted and recorded in a log. Leaders now needed to review the entry route into the Centre to ensure that persons arriving at the Centre during the day needed to go through Reception prior to gaining access to the classes as well as ensure clear visibility into all bathrooms which children had access to.









### Support and guidance

Support and guidance were judged as good. The educational and personal well-being of the children were a high priority for staff. This resulted in high quality, warm and nurturing relationships where staff knew the needs of each child well. While there were well developed systems for tracking development, teachers now needed to use the information in order to give more targeted advice. Children with special educational needs were well supported and made good progress. The staff and the SENCO followed an effective process of referral and support for children who they had concerns about. The Centre had a relationship with specialist service providers who worked with children. The SENCO completed well planned Individual Support Plans and provision maps for children with special educational needs, in collaboration with parents. Although differentiation for children who required additional support was planned verbally during weekly meetings, this provision required formal recording on lesson plans and other relevant documents. Children with SEN were integrated well into the learning community. There were acceptable arrangements for transitions into the Centre, between classes and on to the next phase of education.

# 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	 Good
6.4 Staffing and the learning environment	 Satisfactory

## Leadership



Leadership was judged as good. The Centre was led well through a significant period of change and had seen improvement in 96% of the judgements. The owner had provided a clear sense of direction and had shown dedication and tenacity to transition the Centre to play based learning. The owner had also led by example, and had stepped in to various roles across the Centre when this was required. Leaders demonstrated the capacity to secure further improvement at the Centre. They have drawn on the expertise of a variety of stakeholders, such as leaders from high quality early childhood Centres, a consultant, the Early Childhood Care and Education Unit and the community group, LIFE. The Centre had performance management arrangements in place, including informal walk-throughs, formal observations and performance management documents. Leaders now needed to ensure that performance management was used effectively to determine professional development and the ongoing improvement of the Centre. An Advisory Committee was in the early phase of creation, and the members had different expertise such as finance and education. Membership comprised of parents of past attendees at the Centre. The PTA also played a role in the work of the Centre. The Advisory Committee required further development to ensure the Committee will take a positive role in supporting improvement. Leaders also needed to ensure that continued staff recruitment is of high quality to maintain and continue to progress the work of the Centre.





### Self-evaluation and improvement planning

Self-evaluation and improvement planning had played a major part in the drastic improvement of provision at the Centre, resulting in 13 of the 14 judgements receiving an uplift from the previous report and were now judged as good. Planning and regular review by leaders had contributed to improvements across the Centre. There were adequate classroom observations in place, however, these were not yet used comprehensively to understand the unrealised potential in children's achievement. Staff took part in high quality professional development, namely the extensive sessions with the consultant who worked with teachers and leaders to transition to play-based learning. Recommendations from the previous report were met in full. The language used in the self-evaluation form required review. Relevant information from the SEF and SIP also needed to be more accessible to teachers to ensure they are more alert to the actions they are responsible for and then held to account.



### Links with parents and the community

Links with parents and the community were judged as good. Parents felt that they had good, productive links with the Centre which led to good standards. There was regular two-way communication via WhatsApp and face to face conversations which kept parents engaged. Termly reporting was consistent and the reports included next steps in learning. Parents' relationship with assessment, however, required improvement so that they were more aware and knowledgeable about their children's ongoing development. Parents of children with special educational needs or developmental delays reported that the staff communicated well with them and collaborated on strategies to effectively support their children which contributed to good progress. There were relevant links with the wider community which impacted positively on the learning experience for the children. For example, a chef had recently visited the Centre, and teachers reported this visit had inspired children to use the home living centre more and that they were more excited and equipped to have deeper level discussions about their activities as they role played preparing and serving food. One child was overheard attempting to use words which rhymed with "chef". Other community helpers had interacted with the children as well, including a pilot and a fire officer. The Centre had links with other early childhood Centres, community groups and specialist service providers.



### Staffing and the learning environment

The Centre had enough staff with a range of experience and training to deliver the play-based early years curriculum. The Centre had benefited from a number of relationships with other providers who had supported the Centre's progress. Retention levels were below contractual turnover with the Centre recently losing the Principal and Lead Teacher. The owner who was a qualified teacher had stepped in whilst replacements were sought. The Centre was on a single level affording access for a range of abilities meeting the needs of all current children. Classroom and Centre resources were well stocked for a variety of play-based learning that engaged and inspired children to learn. A range of centres and outdoor learning spaces were of a good quality and enhanced learning. Appropriate size tables, chairs and bathrooms allowed children to independently make use of resources. A wide range of high quality and engaging texts for shared stories linked to long range planning supported the development of a love for reading. Timetabling was efficiently structured to make the best use of available space consequently children had good consistent access to a range of resources. The Centre should ensure the continuation of recruitment for suitably qualified staff to carry on the work of the Centre.



# SURVEY RESULTS

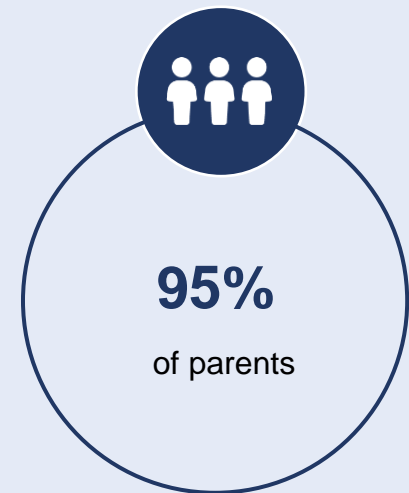
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	40	Staff	10
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## Parents

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

Forty parents responded to the survey. Almost all parents felt that their child was making good progress in all aspects of early communication/literacy while most felt they were making good progress in their mathematical understanding. A majority felt their child was making good progress in early scientific understanding. Almost all parents responded that the Centre was developing their child’s personal and social skills including learning to take turns and share fairly. Most parents agreed that their child was developing a good understanding of the environment and how they can help protect it. Almost all respondents felt the quality of teaching at the Centre was good, felt that their child enjoyed attending the Centre and that they were inspired to learn. Almost all parents felt their child was given a wide range of age-appropriate play opportunities each day. A majority of respondents felt that there were regular visitors to the early childhood Centre which enhanced their learning of their child. Almost all parents felt their child was safe and cared for at the Centre and that they were treated fairly. Most parents felt that the Centre was well led and that parents received good information about the Centre’s improvement plans. Most agreed that communication between the early childhood Centre and parents was effective and timely and that the Centre responded appropriately to parental concerns and that parents were effectively involved in the work of the Centre. Almost all parents stated that they received regular, comprehensive and accurate information about their child’s achievements and progress. Most respondents felt that the early childhood Centre had appropriately qualified and suitably skilled staff and almost all felt that there were good quality resources to support their child’s learning.



**Strongly Agree and Agree**

**-2%**

**Decrease** since the last inspection



# SURVEY RESULTS

## Staff

### Survey: This school provides a good quality of education.

Ten staff responded to the survey. Most staff were non-Caymanian. 40% of staff had been at the Centre for less than 1 year. Most staff who responded to the survey thought that the behaviour of children in the Centre was good and all stated that children are taught the appropriate conflict resolution. Most suggested that there were good assessment systems and that staff were involved in the self-evaluation and improvement planning in the Centre. Most staff said the Centre supports positive learning and provides good opportunities for choice and independent exploration in learning. All stated that the Centre is a safe and caring environment for all members of the EY community and that the Centre helps children choose a healthy lifestyle. Furthermore, that the food provided by the Centre is varied, and of sufficient quality to meet nutritional needs of children. All thought children were treated fairly in the Centre and most reported incidents of poor behaviour were dealt with effectively. Staff said that the Centre provides good support for children with educational needs and all staff were aware of the current safeguarding regulations and procedures. All suggested the Centre was well led and that staff development was effectively supported and that the Centre has adequate, appropriately qualified and suitably skilled teachers and staff. Almost all thought teacher parent meeting were well attended and helpful and parents are effectively involved in the work of the Centre.



**Strongly Agree and Agree**

**0%**

**Unchanged** 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 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](mailto: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](http://www.oes.gov.ky)





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