

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

February 2023



CAYMAN BRAC DAY CARE CENTRE

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	Cayman Brac Day Care Centre
	Address	296 Ashton Reid Drive, The Bluff, Cayman Brac
	Telephone number	1 (345) 948-2672
	ECCE centre website	Not Applicable
	Name of Manager	Mrs. Neila Jones
	Name of owner	Cayman Brac District Administration
	Date of this inspection	February 27 - 28, 2023





Students

	Number of children on roll	33
	Age range of the children	10 months to 3 years
	Grades or year groups	As above
	Number of Caymanian children	23
	Number of children with special educational needs	3
	Largest nationality group of children	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	2
	Number of teaching assistants	9
	Teacher-student ratio	1: 4
	Teacher turnover	10%

Curriculum





	Main curriculum	Cayman Islands Early Years Curriculum
	External tests and assessments	NA
	Accreditation	NA

School inspection overall performance history

Cycle 1 Inspection	March 2020	 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	 Satisfactory	▶
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	 Good	▲





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	 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	 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

- Relationships between the staff and children were positive and secure. Children were well supported by motivated and caring staff. Inspectors noted significant strengths in the care provided which supported positive outcomes for children, including those with special educational needs.
- Staff worked well together and exemplified a culture of team work, respect and mutual accountability. This successfully promoted children's achievement in most aspects of the early learning goals.
- The spacious outdoor learning environment and the nearby community park were used effectively to promote children's imagination and discovery.
- Highly productive links with groups and agencies in the community were utilised effectively to enrich and broaden the children's understanding of the world around them.

Recommendations

- Further strengthen assessment practices by developing a written assessment policy to formalise and extend observed practice.
- Proceed with plans to conduct more regular observations of teaching and learning to continue to drive improvement in these areas.
- Improve processes for Self-Evaluation and School Improvement Planning to ensure priorities for improvement are tracked and monitored regularly to effectively evaluate impact.

What has improved since the last inspection?

- Children's achievement in most aspects of Exploration, Respect and Well-being was judged as good.
- Teaching, Learning and Assessment were now judged as good.
- Curriculum, Health and Safety, Support and Guidance, Leadership, Links with Parents and the Community and Staffing and the Learning Environment were also judged as good.



OVERALL PERFORMANCE

► Good

The overall performance of Cayman Brac Day Care has improved from satisfactory to good.

The Cayman Brac Day Care is located on the island of Cayman Brac and is the only government run day care in the Cayman Islands. The Centre was officially opened in August 1989 and is operated by the District Administration, Cayman Brac. The primary mission of the Cayman Brac Day Care is to provide quality care to the community of Cayman Brac. Importantly, the Centre removed the requirement to pay fees in 2019. This has ensured that early childhood services are accessible to all members of the community. With the introduction of a Pre-Kindergarten class at the neighbouring primary school in September 2019, the day care now caters to infants and children between the ages of 6 months to 3 years. There continues to be a high demand for spaces at the day care. There were three children enrolled at the day care with special educational needs who received therapy from external providers.

There were a number of strengths in the Centre's provision and these supported positive outcomes for children.

Children's achievement in most aspects of Exploration, Respect, and Well-Being was now judged as good. Play opportunities effectively supported children's curiosity, exploration and creativity. Children's achievement in aspects of communication remained at satisfactory.





Teaching, Learning, Assessment and Curriculum were now judged as good. Staff knew the children's strengths and weaknesses well and planned lessons appropriately to meet their needs. Since the previous inspection, staff had improved assessment practices. Consequently, assessment information now provided a rich and coherent picture of each child's learning and development. The curriculum was judged as good because it was broad and balanced and planning approaches to play and learning were child centred.

Health and safety and support and guidance were judged as good. Children's health and well-being were effectively promoted throughout the Centre. All children were cared for by kind and caring staff and this supported positive outcomes for children.

Leadership, links with parents and the community and staffing and the learning environment were also judged as good. Leadership demonstrated a clear focus upon improving standards. Partnerships with parents, external providers and groups and agencies in the community successfully supported and enhanced the quality of children's learning and development.



ACHIEVEMENT

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

Exploration

Exploration was judged as good. Almost all children showed confidence in relation to their gross and fine motor skills. Outdoors, they participated in a suitable range of activities which promoted their balance and coordination. For example, they walked on balance beams and navigated obstacles such as traffic cones. As a result, most children were developing appropriate control over their bodies. Throughout the day, children also engaged in a range of multi-sensory experiences and staff used descriptive language to support children’s exploration of the environment. Regular walks to the adjoining Christopher Columbus Park as well as the spacious outdoor learning environment offered children multiple opportunities to explore and experience the natural environment. Staff capitalised on these activities to promote children’s early scientific understanding. For example, the children discussed why a tree had lost most of its leaves. The children regularly observed and watered the plants in the green house. Older children could explain that plants needed water and sunlight to grow and that the roots supported the plants. Almost all of the older children were developing number sense and spatial understanding as they counted objects, made patterns and fit things together. Most manipulated simple tools and materials with dexterity, including paintbrushes, play dough, construction toys, magnifiers and cameras. There was scope for teachers to plan more regular activities to promote children’s early scientific understanding of why things happen and how they work.



ACHIEVEMENT



Respect

Respect was judged as good. Almost all children were developing a sense of self and were well behaved and secure. Children's sense of identity and belonging was celebrated through songs and displays. Almost all children demonstrated independence in self-care activities such as feeding themselves and washing their hands. Children also readily assisted in packing away resources they had been using and disposing of their garbage at lunch time. Most demonstrated consideration and thoughtfulness towards their peers and were respectful and affectionate towards staff. Children were developing turn taking skills and some were able to resolve disputes among themselves. Most of the older children worked well in groups. Most children were developing secure understanding of recycling and how to protect the environment. For example, at lunch time, they placed their fruit scraps in the bin for composting. Additionally, they had planted vegetables in the greenhouse and were developing age appropriate understanding of how the environment provides for them. Planned activities such as visits to the local farm and the Heritage House as well as regular singing of the National Song were successfully promoting children's cultural understanding. Religion was feature of the Centre and all children enthusiastically participated in the singing of Christian choruses and reciting prayers.



Communication

Communication was judged as satisfactory overall. Children's verbal and symbolic communication were satisfactory. Most of the older children were happy to talk about what they were doing. However, language skills for a minority were underdeveloped. Staff attributed this to frequent periods of absence for some children. The youngest child in the Centre vocalised, maintained eye contact with adults and reciprocated gestures and smiles. Objects in the rooms were labelled to promote print awareness. Most children listened well and were attentive. A few did not always follow the teacher's instructions. Children enjoyed singing Christian choruses during devotion and playing their musical instruments. They enjoyed listening to stories and the older children enjoyed their weekly visits to the community library. Children participated in a suitable range of activities to promote their creativity including art, sensory exploration, music, and socio-dramatic play opportunities. There was scope for more intentional opportunities to promote children's understanding of soft and loud tones and slow and fast beats as they explored music and movement. Almost all children were developing good book handling skills. All rooms had a wide range of developmentally appropriate books and



ACHIEVEMENT



children spontaneously interacted with books throughout the day. Opportunities for free marking indoor and outdoor supported children's emergent writing.

Well-Being

Well-being was judged as good. Almost all children were learning to make healthy choices. They were developing age appropriate awareness of the importance of exercise, healthy eating and good hygiene. Most demonstrated growing independence and were able to communicate their bodily needs. For example, children washed hands independently and fed themselves. Most were learning to control their emotions and willingly accepted guidance and affirmation. Most children were developing appropriate social skills and self-regulation. They moved about the Centre with confidence and demonstrated regard for their own safety and the safety of others. Staff reinforced codes of conduct by modelling appropriate behaviours for the children. Consequently, most played cooperatively and were learning to share and to take turns. Teachers supported a minority in turn taking and sharing by reminding them of the importance "kind hands". Most of the older children were learning to reflect on their behaviours and experiences. Teacher used pictures to support children to identify and explain their emotions. There was scope to regularly utilise other opportunities such as puppets or drama to help children recognise and relate to a range of different feelings.



TEACHING, LEARNING AND ASSESSMENT

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

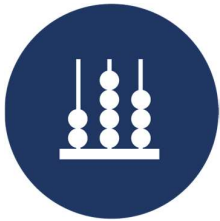


Teaching

Teaching was judged as good. Almost all staff used effective questioning to promote children’s language acquisition and critical thinking skills. Staff knew the children’s strengths and weaknesses and lessons were planned accordingly. Lesson plans were inquiry based, sufficiently detailed and linked to key learning outcomes. Plans reflected evidence of collaboration among staff. Also, there was an appropriate balance of teacher-led activities and child-initiated learning experiences. Staff were enthusiastic and active play partners in children’s learning. They utilised a suitable range of activities such as demonstration, songs, movement and dance to maintain children’s interest and engagement. Staff also utilised the Picture Exchange Communication System (PECS) to support children’s learning. Good management of learning environment including the use of praise and behavioural expectations which supported children’s positive behaviour. Staff also effectively supported children’s transition from one activity to another using songs and timers. Most children responded appropriately and in a timely manner to teachers’ requests or questions. Staff facilitated a variety of experiences to support children’s learning and development. All children participated in creative, language, construction and socio-dramatic play opportunities. Staff were highly skilled in supporting children with special educational needs and tailored care and support strategies effectively to meet their needs. There was scope to plan more intentionally to meet the needs of more able children in the older groups. Also, to enhance planning, staff are encouraged to include reflection in their lesson plans instead of on a separate document.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as good. Almost all children demonstrated positive learning dispositions. They were eager to learn and inquisitive about their learning. Almost all children were learning to share, take turns and responded positively to guidance. They used their senses (seeing, hearing, touching, smelling) to explore their environment, especially during nature walks, outdoor activities and sensory activities. Most children concentrated for sustained periods and were able to communicate their choices which were respected by teachers. Resources were organised so children could access them easily and this promoted choice and autonomy in their learning. Children engaged in a suitable range of center activities. For example, a group of children sorted objects in bowls (large, medium, small), others cut straws and foam paper and used connecting blocks to make patterns. Children with special educational needs, particularly, enjoyed activities which promoted sensorial exploration involving water, sand and beads. Children also engaged in a range of activities that promoted their hand-eye coordination, fine and gross motor and cognitive skills. Staff's rich discussions and learning conversations effectively promoted children's language acquisition skills and their understanding of the world around them. Children engaged in a suitable range of hand-on experiences in the learning centres to develop their understanding of shape, number, size and measurement. There was scope for the children to engage in more open-ended play opportunities in the outdoor learning environment to extend and deepen their learning.



TEACHING, LEARNING AND ASSESSMENT

Assessment



Assessment was judged as good. Following the last inspection, the Center Manager and staff had placed appropriate focus upon improving assessment systems and practices. Consequently, they had developed a comprehensive assessment system to document and track children's progress and achievement in the early learning goals. The Hi Mama app was also utilised. These systems provided a comprehensive profile of each child's learning across all domains. A variety of assessment methods including observation checklists, photographs, videos, anecdotal records, and progress reports were used to gather information on each child's learning and development. Children completed a baseline assessment on entry followed by a review at six weeks to note progression in learning to flag areas of concern for intervention. Children's learning portfolios included a sufficient breadth of information on the skills, knowledge and understanding they were developing in the four focus areas of the Cayman Islands Early Years Curriculum. Staff used assessment data to plan next steps in children's learning. This was more evident for children with special educational needs. Additionally, children's activity plans were available online so parents could support children's learning at home. The improvement in assessment practices was beginning to have a positive impact upon standards of teaching and learning across the Centre. There was the need to formalise the strengths in Centre's provision into a written policy to further develop and extend practice.



CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Curriculum

The curriculum was judged as good because it was broad and balanced. The curriculum's rationale was underpinned by a play-based philosophy of how children learn and develop. Curriculum plans included long-range plans which set out the themes and activities for each term. There was evidence of ongoing curriculum review and development. For example, a partnership with the Art teacher at a nearby school provided children with an increased range of opportunities to explore art and sensorial experiences. Older children now attended swimming lessons each week and continued to participate in football and track and field at the sports center. Following the last inspection, staff had made a concerted effort to integrate the strands in the four focus areas and to ensure a more appropriate balance of teacher-directed and child-initiated learning. All teachers planned with sufficient detail and placed appropriate emphasis upon the early learning goals. Staffs' plans included modification for children with SEND but did not always include stretch or challenge for the more able children. Plans also reflected effective sequencing of activities for the different age groups to promote children's skills and development. The planned learning environment and developmentally appropriate resources successfully promoted children's learning and development. There were also regular planned opportunities for the children to learn from and within the community. These included weekly visits to the community library as well as planned visits to the Heritage House, the airport and a local farm which effectively supported children's understanding of the world around them. The curriculum also had a clear focus upon environmental awareness. As a consequence, children were developing age-appropriate awareness of environmental sustainability. For example, the children saved their fruit scraps for composting and had planted vegetables in the greenhouse. They also took turns feeding the fish each day. These activities contributed to children developing a sense of ownership and respect for the environment.



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 arrangements were judged as good. There were effective policies and procedures in place, including Risk Assessments, Fire Drill Logs, Child Protection and First Aid Certificates. Accident and incident reports were completed and shared with parents. Double door security prevented children from accessing areas with cleaning and other supplies. Resources were appropriately stored and walkways were clear of objects. Furniture was baby proofed to prevent bumps and bruises. The Centre was conducive to learning as there was low noise level and resources were well selected for children’s engagement and safety. There was an overarching culture of safety and accountability that even the bus driver, who transported the children to the community library, was aware of. Staff used a Doughnut rope on field trips and nature walks to keep the children together and safe. Also, high staff to child ratios meant that children were always supervised by a vigilant staff throughout the day. The Centre was clean and welcoming, and there was a clear emphasis upon good hygiene. Children washed hands before and after meals, after outdoor activities and after using the bathroom. Children disposed of their garbage independently and placed their fruit left overs in the compost bin. Children’s health and well-being were actively promoted through regular nature walks and outdoor play, rest and nap times, and health talks. Also, children enjoyed nutritious meals prepared daily by the cook. Staff encouraged children to eat and bring healthy snacks, although a minority did not always do so. Breakfast and lunch times were calm and unhurried; and staff regularly engaged the children in conversations during meal times. Staff were aware of children’s allergy and medical needs. All staff were trained in child protection and designated child protection officers were in place.



SAFETY AND SUPPORT







Support and guidance

Support and guidance were judged good. Across all age groups, relationships between adults and children were nurturing and affirming. Almost all children were observed to be happy during their time in the Centre. Staff members were patient and attentive to the children. In particular, staff displayed a high level of care and empathy to those children with special educational needs. There was exemplary practice in the care and support for children with special educational needs. The Special Educational Needs Co-ordinator (SENCo) had linked the Centre's SEND Provision Map to the Cayman Islands Early Years Curriculum to better monitor aspects of children's learning. Staff also demonstrated a culture of support through systems such as notice of concern, referral, and consent forms. Furthermore, children's Learning Support Plans were detailed and their LSP goals were tracked and reported to parents regularly. Multidisciplinary Evaluation Team (MET) meetings involving the Educational Psychologist, Therapist, SENCO and parents ensured that there was a well-coordinated approach to meeting children's needs. Agreed strategies and techniques supported children's progress in meeting their learning goals. There were well developed systems for identifying all children's strengths and weaknesses and for tracking and monitoring their progress. Leaders used a school-wide assessment system as well as the Hi Mama app to track and monitor children's progress and achievement. These systems provided a comprehensive profile of children's learning across all domains. Termly reports on children's learning and development were issued to parents. At transition points, there were well managed arrangements to promote continuity of children's learning. These included planned visits to the nursery class at the nearby primary school, in return the Pre-Kindergarten teacher visited the Centre in order to get to know the children.



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 because leaders were proactive in responding to the previous inspection’s recommendations and had begun to engage staff in reflective practice. An ethos of continuous improvement was evident throughout the Centre. Leaders promoted high standards and had a clear vision for the work of the Centre. There was a suitable focus upon distributive leadership as responsibilities were devolved to staff. Staff had participated in targeted professional development to address the weaknesses in teaching highlighted in the previous inspection report. For example, staff had attended training on designing classroom environment, effective assessment and the safe handling of children with challenging behaviours. Staff also participated in continuous professional development through the Hi Mama Academy. Furthermore, staff were given the opportunity to observe effective practice in other early years settings. Inspectors observed that professional development was beginning to positively impact staff’s pedagogy and practice. The staff’s commitment to the children’s care and inclusion was exemplary and parents valued this ethos. While the overall quality of leadership was good; a few areas such as teaching observation tools and cyclical school improvement planning required further review. Most parents who responded to the OES survey felt that the Centre was well led. The Cayman Brac District Administration provided regular oversight and supported the work of the Centre. Plans were in place for further expansion of the building.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. Staff were fully involved in the self-evaluation process. Leaders and staff had used self-evaluation to purposefully reflect on and improve aspects of teaching and learning. Planning had led to notable improvements in key aspects of the work of the Centre including children's achievement in most areas of their learning. The Centre's improvement plan was realistic and had been made with a clear understanding of what was achievable. However, there needed to more focus upon regular monitoring and review of all actions for improvement. A lesson observation tool was in place but formal observations of teaching and learning were only done infrequently. Building on the work done to date, the Centre Manager should swiftly progress plans to formally monitor teaching and learning more regularly and further strengthen practice and processes for school improvement planning. There was scope to more fully incorporate parents' opinions in the review of the Centre's practice. Most of the recommendations in the previous inspection report had been substantially addressed.



Links with parents and the community

Links with parents and the community were good. The Centre had well established procedures for communicating with parents. There was a Parent Handbook which included policies and procedures relating to the services provided by the Centre. Notices were sent to parents via the Hi Mama App as well as What's App messaging groups. Parents received regular reports on their child's progress at termly parent conferences and also communicated with staff at informal drop-ins. In the parent survey, almost all respondents agreed that they received regular, comprehensive and accurate information about their child's achievements and progress. There was an active PTA in place and the group had recently donated a greenhouse to the Centre. Parents also visited the Centre to read to the children. Additionally, the Centre had established productive links with groups and agencies in the community such as local businesses, the Cayman Brac Library and the Heritage House. The children enjoyed the weekly visit to the community library and some were able to check out books independently. The children were learning about the importance of kindness as they gifted care packages to the seniors at the Senior Citizens' Home. The children also sang for the seniors at key points in the year such as Christmas time. Visitors to the Centre such as the Police Officers and Firemen promoted children's awareness of community helpers. Links with parents and the community were also fostered through events such as annual Christmas Concerts and Sports Days. Leadership should continue to build and extend partnership with those parents whose children did not attend regularly and thus impacted continuity and progression in aspects of their learning.



LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were judged as good. There were two qualified teachers on staff. Teachers and teaching assistants worked well together and exemplified a culture of teamwork, respect and mutual accountability. Teaching assistants were effectively deployed in lessons to support children with special educational needs. Generous staffing levels ensured children were adequately supervised throughout the day. The premises and facilities provided a clean and safe learning environment. Each classroom had a comfortable reading area with a suitable range of developmentally appropriate books. Additionally, the community library was utilised well to cultivate children's love of reading. Learning centres reflected the children's interests and promoted their curiosity and discovery. All children had ready access to a wide range of developmentally appropriate resources indoors and outdoors to successfully promote their learning. Leaders had expanded the outdoor learning environment and there was a suitable range of play equipment such as swings, slides and climbing frames. Mark making boards were also in place to support children's emergent writing. A sail was recently installed which provided artificial shade on a section of the play area. On other areas, a huge tree provided natural shade. Particularly, as the room housing the oldest children was relatively small, there was scope to better maximise the spacious outdoor learning environment to further promote and extend children's learning. The Centre's close proximity to the Columbus Park provided children with regular opportunities to interact with nature and this effectively promoted their sense of wonder and exploration. The regular nature walk was one of the high points of the children's daily experiences and was enjoyed equally by all, including the youngest children.



SURVEY RESULTS

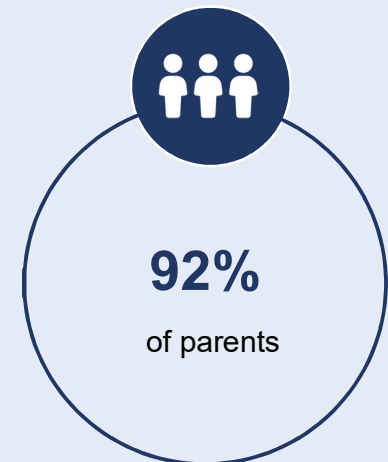
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	26	Staff	11
---------	----	-------	----

Parents

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

Twenty-six parents completed the on-line survey in advance of the inspection. A majority of the parents had children attending the Centre for one year or more. Almost all parents who responded to the online survey agreed that their child was making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing). Only a majority felt their child was making good progress in their early mathematical and scientific understanding. Almost all felt that the Centre was effective in developing their children’s personal and social skills and most expressed that their children were safe and cared for. Only a majority felt that the Centre provided good support to children with special educational needs. Most parents agreed that the Centre helped their child choose a healthy lifestyle. Most felt that the Centre was well led, and believed that the school maintained good links with the community. Most agreed that the school had appropriately qualified and suitably skilled staff and most felt that there were good quality resources to support their children’s learning. Almost all parents considered communication to be effective and expressed that they received regular and informative reports on their children’s progress. Most expressed that the Centre responded appropriately to parental concerns. Only a majority felt parents were effectively involved in the work of the Early Years Centre. A few parents made highly positive written comments about the quality of the children’s learning experiences.



Strongly Agree and Agree

3%

Increase since the last inspection



SURVEY RESULTS

Survey: This Centre provides a good quality of education.

Staff

All staff, including teachers and support staff completed the OES on-line survey. Staff expressed high levels of satisfaction and judged that the Centre offered a good quality of education. All staff felt that the Centre provided a safe and caring environment for everyone in the school community. Almost all agreed that the Centre dealt effectively with incidents of poor behaviour. Only a majority of staff agreed that the children were well behaved. Most 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. Most staff felt that the Centre provided good support to children with special educational needs and almost all felt that the centre had appropriately qualified and suitably skilled teachers and staff. Almost all agreed that the Centre had sufficient resources of good quality to support their teaching. All felt that there were good assessment systems in this Centre. All indicated that they were involved in the process of centre self-evaluation and improvement planning. Only a majority felt that parent teacher meetings were well attended and helpful and that parents were effectively involved in the work of the Centre. Almost all staff believed that links with parents and the community were effective. All judged the school to be well resourced. All reported that professional development opportunities were good. All staff felt that the Centre was well led and that the Centre effectively supported their professional development. Almost all believed that the Centre enjoyed good links with the community.



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 Centre.

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 October 2023.



WHO ARE WE AND WHAT DO WE DO?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports

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

www.oes.gov.ky





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

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