

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

FEBRUARY 2024



ST. GEORGE'S ANGLICAN PRE-SCHOOL

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# Cayman Islands Early Childhood Inspection Framework

In January 2024, the Office of Education Standards commenced inspections of early childhood settings using the First Steps to Success: Nurturing Environments and Thriving Children framework (Cayman Islands Government, 2023). Before the introduction of this tailored framework for the early childhood sector, inspections of educational institutions, including early childhood settings, were conducted using the Successful Schools and Achieving Students 2 framework.

## Developmental Domains

When used in relation to human development, the word “domain” refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- ***Cognitive*** – Refers to the developmental aspect of children’s mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- ***Social Emotional*** – Refers to the development aspect of children’s ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children’s social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- ***Communication and Language*** – Refers to the developmental aspects of children’s ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- ***Physical*** – Refers to the developmental aspect of children’s gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.





















## Early Childhood Setting

The term ‘early childhood setting’ is used throughout this inspection report and the inspection framework, First Steps to Success: Nurturing Environments and Thriving Children. Early childhood setting is defined as:

An entity of establishment which provides services for the care and education of children under compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early childhood settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in private primary or all-through schools.

## Early Childhood Setting Information

General Information		
	Setting name	St. George's Anglican Pre-School
	Address	64 Courts Road, George Town, Grand Cayman, Cayman Islands
	Telephone number	945-0441 / 546-8518
	Website	N/A
	Name of principal/manager	Ms. Magdalena Fernandes
	Name of owner	St. George's Anglican Church
	Date of this inspection	February 28 – March 01, 2024
	Date of last inspection	February 15-19, 2021
Children		
	Number of children on roll	109
	Age range of the children	2-4+ Years
	Groups	Toddlers, K3A, K3B, K3C, K4A, K4B
	Number of Caymanian children	79
	Number of children with additional learning support needs	7
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Cayman Islands Early Years Curriculum Framework
	External tests and assessments	N/A
	Accreditation	None
Staff		
	Number of licensed teachers	2
	Number of other staff	12 + 1 Part-time
	Teacher-child ratio	10 -1 (3 – 4 years) and 12-1 (4-5 years)

## Context

St. George's Pre-School is a private early childhood centre located at 64 Courts Road, George Town, Grand Cayman, Cayman Islands. It is an extension ministry of the St. George's Anglican Church. The preschool is located on the first floor of the church hall building. The preschool's motto, "Cayman's children are God's children," underscores a clear commitment to providing every child with a nurturing, respectful, and enriching experience in a secure and stimulating setting. The leaders and staff are committed to ensuring equal opportunities for all children fostering their holistic development through educational programmes that cater to their physical, social, spiritual, mental, and moral growth within a safe and supportive environment. Additionally, leadership and staff were dedicated to delivering a comprehensive and ambitious curriculum that nurtured the complete development of each child, grounded in Christian principles.

## Overall Judgement History

Cycle 1 Inspection	January 2019	Satisfactory
Cycle 2 Inspection	February 2021	Satisfactory
Cycle 3 Inspection	February 2024	Satisfactory

## Next Steps

The Centre is judged satisfactory or better and therefore, will be inspected within 2 years.



## Current Performance Summary

Performance Standard 1 Helping our children to achieve in key areas of their learning and development				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
Cognitive development	1.1 Attainment	Satisfactory	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Social Emotional development	1.1 Attainment	Satisfactory	Satisfactory	→
	1.2 Progress	Satisfactory	Satisfactory	→
Communication and Language development	1.1 Attainment	Satisfactory	Good	↑
	1.2 Progress	Satisfactory	Good	↑
Physical development	1.1 Attainment	Satisfactory	Good	↑
	1.2 Progress	Satisfactory	Good	↑

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
2.1 Social emotional learning		Satisfactory	Satisfactory	→
2.2 Understanding of and appreciation for culture, religion and the environment		Satisfactory	Satisfactory	→

Performance Standard 3 Ensuring effective teaching to support our children's learning and development				
Quality Indicator		Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
3.1 Teaching		Satisfactory	Satisfactory	→
3.2 Learning		Satisfactory	Satisfactory	→
3.3 Observation, assessment and planning		Satisfactory	Satisfactory	→

**Performance Standard 4** Offering a curriculum that meets the care and educational needs of all our children

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
4.1 Curriculum quality	Satisfactory	Satisfactory	→

**Performance Standard 5** Keeping our children safe and well supported

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
5.1 Health and safety	Good	Satisfactory	↓
5.2 Support and guidance	Satisfactory	Satisfactory	→

**Performance Standard 6** Leading and managing in partnership with parents and the community

Quality Indicator	Previous Inspection Judgement	Current Inspection Judgement	Judgement Change
6.1 Leadership	Satisfactory	Satisfactory	→
6.2 Self-evaluation and improvement planning	Satisfactory	Satisfactory	→
6.3 Links with parents and the community	Good	Good	→
6.4 Staffing and the learning environment	Satisfactory	Satisfactory	→

## What the Setting Does Well

- 1) The preschool had a strong Christian ethos which cultivated a caring and nurturing environment. Consequently, almost all children were happy and well-adjusted in the setting.
- 2) Almost all children made good progress in aspects of their physical development and communication and language.
- 3) The setting had established beneficial partnerships with community groups and agencies and these served to broaden and enhance the children's learning and development.

## Recommendations

- (1) Ensure compliance with all regulatory requirements, including maintaining required adult-to-child ratios consistently throughout the day.
- (2) Improve the consistency of good or better teaching by ensuring all early childhood educators plan effectively to meet the needs of all learners, including those with special educational and additional learning support needs.
- (3) Review the curriculum to ensure a well-balanced emphasis on all domains and to promote continuity and progression in children's learning and development.
- (4) Enhance the systems for tracking, monitoring and reporting the progress of all children, particularly those with special educational and additional learning support needs.



# Inspection Findings

Performance Standard 1 Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Inspection Judgement
Cognitive development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

### Cognitive development

Children’s attainment in cognitive development was judged as satisfactory with most children developing at age-appropriate levels. Children's higher attainment in specific subdomains resulted from regular opportunities and the effective use of available resources to foster the development of their skills and understanding. Children were developing early scientific skills through planned explorations. For example, children in Toddler used magnifiers to observe shapes buried in the sand while children in K4 investigated sinking and floating after making predictions. Most children adeptly used a variety of simple equipment like scissors, rolling pins, cutters, locks and whisks, demonstrating appropriate skill development. Most children demonstrated early mathematical understanding through shape, colour and number identification. Older children counted with one to one correspondence. Most children were beginning to develop their understanding of culture, the environment and religion. In literacy, most children demonstrated age-appropriate skills. A key strength in children’s development was their book handling skills. As a result of having access to books in all learning environments throughout the setting, almost all children engaged with books in a manner consistent with developmental expectations.

Most children made expected progress in line with developmental outcomes. Children in Toddler demonstrated spatial understanding by fitting puzzles and stacking blocks while children in K4 used subitising skills to match domino configurations to pictures and discussed the total number of dots. Children’s progress in scientific understanding was not as rapid as expected as teachers did not consistently use incidental opportunities to further their scientific understanding. Most children in K4 made expected progress in phonological awareness and early literacy skills, including rhyme identification, oral segmenting and blending and using grapheme-phoneme correspondence knowledge to identify sounds and read words. However, other groups showed less progress as a consequence of planning documents lacking clear progression and age-related expectations.

### Areas for development

- Optimise the use of spontaneous opportunities to engage children in discussions about real life science observations to further promote their early scientific understanding.
- Review planning documents to ensure phonological awareness skills are appropriately matched to children’s age and stage of development

Quality Indicator	Inspection Judgement	
Social Emotional development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

### Social Emotional development

Social emotional development was judged as satisfactory. Overall, a majority of children showed a satisfactory understanding of the limits and boundaries of acceptable behaviour. Additionally, most consistently responded well to guidance and encouragement from staff. While most children demonstrated improving abilities to self-regulate, such as coping with change and overcoming challenges, a significant minority needed assistance in managing their emotions and resolving conflicts with peers. There was the need for staff to regularly encourage children to use the calming centers when they needed a brain break or time to compose themselves. Nevertheless, cooperative play, sharing, and taking turns were evident in most children’s interactions. For instance, one child patiently waited her turn for the swing while pushing her friend. Empathy and care for others were evident, as seen when a toddler could identify absent friends. Interactions with visitors, such as fire officers, provided valuable opportunities for the development of children’s social skills, with children eagerly participating in conversations and exploring the firetruck during the inspection. While the majority of children demonstrated an understanding of cause and effect in their behavior and adjusted accordingly, a minority required ongoing support from staff to consistently navigate their actions and consequences. In a minority of lessons, teachers did not consistently share or reinforce clear behavioural expectations. Consequently, off task behaviour by a few children affected the pace and quality of their learning.

### Areas for development

Improve management of the learning environment by consistently communicating and reinforcing behavioural expectations

Quality Indicator		Inspection Judgement
Communication and Language development	1.1 Attainment	Good
	1.2 Progress	Good

### Communication and Language development

Children's achievement and progress in Communication and Language were judged as good. Across all classes, almost all children regularly demonstrated age-appropriate skills in communication and language. Almost all children were happy and well-adjusted in the setting which fostered confidence, enabling them to readily share information, emotions, needs and successes with their peers and the adults in the classroom. Most children in K4 were able to clearly articulate and discuss their ideas and answer questions on a variety of topics such as community helpers like bakers and about butterflies and caterpillars. Younger children demonstrated proficiency in asking and answering simple questions and using simple sentences. However, there was scope to provide additional support to nonverbal children, promoting their communication through the use of pictures, for example. Children participated in a suitable range of enrichment activities such as roleplaying police officers and firefighters. However, in K3 for example, children required more opportunities to represent their ideas and thoughts through a variety of mediums. K4 children were able to segment and blend letter sounds to pronounce words, whilst in K3, children learnt the sounds associated with the letters of the alphabet through songs. All children made good progress in developing age-appropriate writing skills. In the toddler class, all children were able to make marks with crayons on paper, whilst in K4 the majority of children were able to write their names with proper letter formation. Furthermore, almost all children demonstrated the ability to actively listen to stories, videos and songs.

### Areas for development

Provide more regular opportunities for children to represent their ideas and thoughts through a variety of mediums to further develop their language and communication skills

Quality Indicator		Inspection Judgement
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

### Physical development

Children’s achievement and progress in aspects of physical development were judged as good. Across all classes, almost all children regularly demonstrated age-appropriate physical skills. Children demonstrated an awareness of rules for safe movement both indoors and outdoors. For example, children knew to form a line and put their hands behind their backs. In Toddlers, all children could walk, run and climb confidently. Furthermore, all children could scribble using crayons. Most could feed themselves using their fingers and spoons, with staff aiding when needed. In K3, almost all children demonstrated their gross motor skills by using the outdoor equipment effortlessly such as climbing on the climbing frame, using the swings and riding tricycles. Additionally, children were able to develop their fine motor skills by threading laces and using playdough creatively. They also demonstrated the ability to jump with both feet and trace simple lines and shapes. Moreover, in K3, children were able to take items of clothing off without assistance showing a growing independence in this area. In K4 children practised their ball catching skills, basketball shooting and all children were able to show running and jumping skills whilst outdoors. Most older children progressed well in developing their independence. For example, children in K4 dressed and undressed using items of clothing independently, put their beds and blankets away without assistance and formed letters and numbers with increasing accuracy. However, there was scope to further integrate the outdoor environments with the daily learning so that children could transition between both learning environments more effectively. Most children were able to make healthy choices independently for their snacks and followed good hygiene habits such as handwashing and throwing their rubbish in the bin. Almost all children in the older groups could express their bodily needs with ease and were developing an understanding of the need for exercise and sleep to promote healthy lifestyles.

### Areas for development

Further integrate learning in both the indoor and outdoor environments so children transition between both learning environments more effectively

Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding	
Quality Indicator	Inspection Judgement
2.1 Social emotional learning	Satisfactory
2.2 Understanding of and appreciation for culture, religion and the environment	Satisfactory

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### Social emotional learning

Children’s emotional learning was satisfactory. The Christian ethos of the setting was reflected in the caring, nurturing relationships between the staff and children. For example, children were greeted warmly by staff on arrival. Almost all children were happy and well-adjusted in the setting, evidenced by the ease with which almost all children separated from their parents and carers on arrival. There were many opportunities for child-initiated activities which resulted in children’s increasing levels of independence and self-regulation. Most children were developing age-appropriate independence through managing their toileting and self-care needs. Whilst most children were learning to respond positively to challenges and to persist at tasks, there was a significant minority who struggled to regulate their emotions. Notwithstanding, most children were learning to play harmoniously and to share and take turns. Although, in some groups, there were too few opportunities for children to work with their peers in a focused and structured way. Most children willingly accepted staff’s guidance and affirmation. Correspondingly, most demonstrated a growing understanding of the limits and boundaries of acceptable behaviour. In some groups, there were insufficient opportunities for children to reflect on their learning and their actions and the actions of others. Staff used praise well to reinforce good behaviour such as good sitting and listening. Most children were considerate of their peers.

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### **Understanding of and appreciation for culture, religion and the environment**

Children's understanding of and appreciation for culture, religion and the environment were judged as satisfactory. Most children demonstrated an age-appropriate understanding of Caymanian heritage and culture. They demonstrated proper posture while participating in the national song, identified the national symbols through classroom displays and engaged in Caymanian games and music on Commonwealth Day. Almost all children demonstrated age-appropriate understanding of Christianity, a key strength of children's development. They participated in morning devotions in age-appropriate ways, often requesting Christian songs by name, said grace before meals and demonstrated an understanding of Bible stories, their characters, moral messages as well as the meaning of Christian celebrations. Although exposed to other cultures and religions during the respective thematic unit and Commonwealth Day celebration, learning about other cultures and world religions was not integrated throughout the entire year's curriculum nor throughout the learning environment in creative ways. Consequently, children had limited opportunities to further develop their understanding of and appreciation for other cultures and religions. Most children demonstrated an age-appropriate understanding of environmental issues and participated in few events to support this. For example, children had actively contributed to the recent establishment of gardens in the setting and were taking turns to care for the plants. In age-appropriate ways, most older children described why plants needed water and the consequences of neglecting their care. A few classes had recycling programmes established to support children's involvement in environmental issues, but this was not yet consistent throughout the setting.

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### **Areas for development**

- Further support children to evolve their capacity for self-regulation and conflict resolution by intentionally supporting children in using problem solving strategies
  - Review the curriculum to ensure children are provided with sufficient opportunities to learn about other cultures and world religions
  - Further develop children's environmental understanding by planning additional ways for children to be actively involved in environmental issues
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Performance Standard 3 Ensuring effective teaching to support our children’s learning and development	
Quality Indicator	Inspection Judgement
3.1 Teaching	Satisfactory
3.2 Learning	Satisfactory
3.3 Observation, assessment and planning	Satisfactory

### Teaching

Teaching was judged as satisfactory. Teachers planned a suitable range of activities to promote children's learning and development. However, children with special educational or additional learning needs were not always well supported in lessons. Most classrooms were well-organised with established centres, and resources were accessible to children who could choose to play alone, with their peers or the staff. Children’s choices were consistently respected and there was an appropriate balance of child-initiated and adult-directed learning. While most teachers demonstrated satisfactory knowledge of how children learn, there was variability in the quality of teaching across the setting. In the more effective lessons, teachers successfully utilised a range of strategies including questioning, modelling and facilitating learning conversations to support children to co-construct knowledge and promote their critical thinking skills. For example, after the children made gummy bear pops, the teacher posed probing questions to deepen and extend their learning. In a majority of lessons, teachers encouraged children to problem-solve rather than simply providing answers. For instance, K3 children identified various shapes through a process of elimination with guidance from their teachers. In a minority of lessons, teachers capitalised on opportunities for children to connect their learning with real-life experiences. For example, children were able to describe windows and doors as squares and rectangles, demonstrating their understanding in practical contexts. Notwithstanding, some activities lacked depth and challenge. Rules and routines were evident, however; most teachers did not sufficiently prepare children for the next activities, leading to a minority of children displaying off-task behaviors, especially during transitions to outdoor activities. Staff's consistent positive and affirming responses to the children fostered secure and respectful relationships.

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## Learning

Learning was judged as satisfactory. Most children showed positive attitude towards their learning demonstrating motivation and interest particularly when engaged in self-directed activities. Most could make choices and decisions regarding their learning and were developing their independence. For example, in K3 morning activities, all children independently chose their activities - building blocks, fitting puzzles, tracing their letters or role playing in the kitchen - and they exhibited clear enjoyment and pride in their successes and achievements. In all classes, most children enjoyed songs and actions from their morning and afternoon routines and could remain focused for short periods of time in teacher led activities. However, few children were not always actively involved in the learning process during circle or discussion time and consequently became passive learners. There was scope for staff to be more consistent with their rule reminders to minimise off task behaviours which sometimes interrupted the learning activities. In instances, there was the need for staff to better organise the time and resources to optimise children's learning. Notwithstanding, most children were able to make connections with previous learning and real-life situations especially involving community helpers such as the police and fire officers. Most children were able to use a range of tools such as pencils, scissors, glue and scientific equipment. For example, in K3 and Toddler classes, the children enjoyed using magnifying glasses to find hidden shapes in the sand and to look at leaves and stones, though as some of these resources were limited, this slowed learning for a few. There was scope for teachers to better integrate the indoor and outdoor learning environments to maximise children's learning opportunities.

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## Observation, assessment and planning

Observation, assessment and planning were judged as satisfactory. The setting used a range of assessment tools, including developmental checklists, anecdotal records and pictorial evidence. A systematic approach, starting with a baseline assessment, followed by termly updates and the compilation of assessment data by curriculum key focus area and class, enabled monitoring of children's progress. However, assessment information lacked accuracy at times indicating the need for further development of teachers' assessment practices. Observational records of children's learning were tagged to outcomes of the curriculum and identified next steps. However, the next steps were not adequately used in planning to personalise the learning for all children in all developmental domains. Furthermore, teachers were not sufficiently selective in determining which crucial developmental moments to capture in learning records nor did teachers evaluate the records to discern the significance of observed behaviours. There was scope to improve the organisation of assessment data to make information more accessible to teachers in order to better inform the teaching process. Children's self-reflection was an emerging feature. In a minority of classes, teachers created opportunities for children to reflect on their learning. For instance, in a K3 class, the teacher skilfully facilitated a reflective discussion using open-ended questions to support children's critical thinking and language extension after the 'gummy bears' activity. However, across the setting, additional structured opportunities to facilitate purposeful interactions, meaningful conversations and the modelling of self-reflection were needed to further develop children's learning and development.

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## Areas for development

- Plan activities to meet the needs of all children and structure regular opportunities for children to reflect on their learning
  - Improve the accuracy of assessment
  - Use assessment information effectively to plan personalised learning experiences for all children
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**Performance Standard 4** Offering a curriculum that meets the care and educational needs of all our children

Quality Indicator	Inspection Judgement
4.1 Curriculum quality	Satisfactory

**Curriculum quality**

The curriculum was judged as satisfactory. The Cayman Islands Early Years Curriculum Framework was implemented through planned setting-wide thematic units and designated sub-themes for each group. However, planning documents required improvement due to significant similarities in planned learning activities across different age groups. This adversely affected the continuity and progression of the curriculum and leaders needed to align planned activities with the developmental expectations specific to each age range. Children were exposed to other experiences through visitors to the setting, including fire and police officers, readers from Literacy is for Everyone and a phonics tutor; for example. Additionally, the setting had intentions to resume field trips in the upcoming thematic units. While the curriculum provided opportunities for play-based learning, it was not planned to promote the integration of different learning domains and the seamless transition of learning between indoor and outdoor environments. There was evidence of curriculum review which had improved the breadth of the curriculum by implementing new instructional programmes. However, a more structured review system was needed to find ways to adapt the curriculum to meet the needs of all groups of children. While the curriculum provided meaningful opportunities for children to learn about Christianity, there was insufficient focus on exploring and reflecting upon other world religions. Similarly, aspects of both Caymanian culture and other cultures existed through the designated thematic unit and Commonwealth Day celebration. However, opportunities to learn about culture were not consistently woven into the entire curriculum or the learning environment in creative ways. Recently, children and families had the opportunity to be involved in creating gardens to promote children’s environmental understanding.

**Areas for development**

- Improve curriculum planning documents to ensure planned activities match developmental expectations specific to each age range and promote integration of developmental domains
- Regularly review the curriculum to ensure appropriate breadth and balance across the learning domains

Performance Standard 5 Keeping our children safe and well supported	
Quality Indicator	Inspection Judgement
5.1 Health and safety	Satisfactory
5.2 Support and guidance	Satisfactory

### Health and safety

Health and safety were judged as satisfactory. The setting had a range of policies and procedures to maintain the health and safety of children but there was scope to expand this range to improve the consistency of hygiene practices. More rigorous monitoring of policy implementation was needed to proactively identify and address practices requiring improvement. Although the deployment of staff met required adult-to-child ratios, adherence to ratios throughout the day was not always observed. Required child safeguarding policies were in place and all staff had completed the necessary child protection training. Regular health and safety checks of the premises were conducted, but thoroughness varied. Detailed and organised record keeping ensured compliance with regulatory requirements, including staff First Aid and CPR training as well as approvals from regulatory agencies. Additionally, the building was well-maintained and in sound repair. Formal documented risk assessments for field trips and on-site experiences were not yet part of the setting's practices. Through daily interactions and thematic units, early childhood educators supported the development of children's understanding of healthy lifestyles. For example, children understood the significance of staying hydrated, demonstrated safe coughing techniques and knew how germs spread. The setting effectively promoted healthy snacks with almost all children bringing and enjoying fruit for morning snack. Children benefitted from a health screening programme created through robust partnerships with community organisations. Home routines were occasionally considered through the provision of breakfast if not given at home; for example.

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## Support and guidance

Support and guidance were judged as satisfactory. Throughout the inspection, positive affirming relationships were evident among the staff and children. The setting's Special Educational Needs (SEND) Policy was in line with the Cayman Islands Special Educational Needs Code of Practice. The setting had also implemented a form to facilitate the timely identification of children with special educational or additional learning needs. However, a Special Educational Needs Coordinator (SENCo) was only recently appointed. While she demonstrated commitment to the role, her impact was constrained by assistant teacher duties. There were plans to gradually relieve her of some duties so as to allow her more time to support individual teachers and children. Although the SENCO had regular meetings with parents and providers to ensure a partnership approach to children's learning and development, systems for tracking, monitoring and reporting on the progress of children with special educational and additional learning needs were underdeveloped. Over the course of the inspection, Inspectors observed limited adaptation to lessons and activities to accommodate the needs of children with special educational and additional learning needs. Calming centres were established but these were not sufficiently utilised to support children to take breaks or to regulate their emotions. Transitions into and across the setting were managed appropriately to support continuity in children's care and development. Additionally, the SENCO shared relevant information with receiving schools to ensure continuity in the children's learning experiences and to help parents navigate the changes from one education phase to the next.

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## Areas for development

- Improve systems and procedures for tracking, supporting and reporting on the progress of children with special educational and additional learning needs
  - Enhance health and safety by maintaining required adult-to-child ratios and improving hygienic practices through additional policies and increased monitoring
  - Perform thorough risk assessments for field trips and on-site experiences, ensuring they are shared with and understood by staff prior to participation in the activities
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Performance Standard 6 Leading and managing in partnership with parents and the community	
Quality Indicator	Inspection Judgement
6.1 Leadership	Satisfactory
6.2 Self-evaluation and improvement planning	Satisfactory
6.3 Links with parents and the community	Satisfactory
6.4 Staffing and the learning environment	Satisfactory

### Leadership

Leadership was judged as satisfactory. Leaders demonstrated a clear commitment to the raising of standards evident through their dedication to continuous professional development for staff. This had led to improvements in aspects of children’s learning and development. Leaders promoted an inclusive approach and children with special educational needs attended the setting. Notwithstanding, there was the need for more effective systems and procedures to monitor and support children’s individual learning needs. A culture of team work was evident and responsibilities were devolved to staff members to promote capacity building. The principal and the governing body prioritised staff well-being. There were appropriate systems in place to ensure the smooth organisation of educational experiences and activities in the setting. However, there was the need for more robust monitoring of teaching and learning to accelerate children’s progress in key aspects of their learning and development. The principal was visible and accessible and parents made highly positive comments about the setting’s provision. A duly constituted governing body met regularly providing monitoring and oversight. The Chairman was actively involved in the operations of the setting. Also, the principal provided regular reports to the Board of Governors on the setting’s operations and activities.



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### Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. The setting was beginning to create a culture of review and had established monitoring systems, including performance management appraisals, surveys involving staff, parents and older children, as well as lesson observations and walkthroughs conducted by the Principal, Lead Teacher and a Board Member. However, there was scope to align the lesson observation tool more closely with the key aspects of teaching outlined in the inspection framework. While an improvement plan delineated the setting's priorities, it only included the recommendations from the previous inspection report and thus did not identify all areas requiring improvement which were determined through the self-evaluation process. At times, the self-evaluation used imprecise language and needed to use clear and decisive expression to ensure clarity and precision. The setting had made satisfactory progress in addressing the recommendations from the previous inspection. The quality of teaching had improved as a significant minority of teachers were now secure in their subject knowledge and practice. The curriculum had been enhanced to provide children with more opportunities to develop their early literacy skills. Also, a significant minority of teachers now used assessment data to plan specific learning activities but this was not yet consistent across the setting nor throughout the curriculum.

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### Links with parents and the community

The links with the parents and the community were judged as good. Almost all parents responded positively about the setting's provision. Most believed that their children were not only happy, cared for and safe, but that they also engaged in a suitable range of play-based activities and maintained positive relationships with adults. The parent handbook provided useful information about expectations, policies and procedures and encouraged healthy snack choices. The setting utilised a variety of effective communication strategies such as WhatsApp, informal meetings at drop off, emails, telephone calls and termly reports and parents' evening meetings to keep parents informed about their children's progress and the setting's activities. There was scope to enhance daily two-way communication using different platforms to support children's continued learning at home and increased parental involvement. The centre had a small, yet active Parent Teacher Association which organised regular meetings and events such as the themed baskets, Valentine's Day celebrations and other community events such as the Cancer Walk and Commonwealth Day. Moreover, the setting maintained strong ties with the local community, welcoming visits from firefighters, police officers, and dentists. Additionally, a volunteer from Literacy is for Life (LIFE) regularly read to the children. Despite these connections, there was room for improvement in providing opportunities for children to participate in local excursions, allowing them to learn through firsthand experiences beyond the setting's walls.

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### Staffing and the learning environment

Staffing and the learning environment were satisfactory. The setting had appropriately qualified staff, all of whom had undertaken further ongoing professional development such as sessions on Jolly Phonics and Learning through Play to promote the children's learning. Furthermore, there had been sessions delivered by agencies such as The Wellness Centre, LIFE and the Early Childhood Care and Education Unit to further support the overall development of the children. In instances, leadership had experienced challenges with the recruitment and retention of staff and this had led to identified issues with required staff-to-child ratios in some classes at particular times during the school day. In a few of the classes, staff were not always deployed effectively to help with activities or to aid the children with their learning. Despite these challenges, the setting was well-maintained, clean, and inviting, with the children having regular access to outdoor learning spaces to enhance their gross motor skill development. There was a large hall which was used by the children at snack and lunch times and for large group collective learning sessions. However, there was scope for this space to be used more regularly for small group learning sessions in order to enhance the overall learning experience of the children. There was also the need for improvement in resource allocation in both the indoor and outdoor learning environments to maximise learning opportunities for the children. Greater oversight of the overall ordering process of resources for mathematical, scientific and literacy areas would ensure adequacy, reduce loss of learning time and optimise the learning experience for each child.

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### Areas for development

- Improve systems and procedures to record, monitor and support children's individual learning needs
  - Improve resource allocation in the indoor and outdoor learning environments to optimise children's learning
  - Align the lesson observation tool to the key aspects of teaching in the inspection framework
  - Expand the breadth of evidence considered when identifying priorities in the improvement plan by including those key areas for improvement identified in the self-evaluation process
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# Summary of Parent and Staff Survey Results

Before the inspection, the views of parents and staff were obtained through surveys. The numbers of participants that completed the surveys were as follows:

Parents		Staff	
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### Parents

Ninety-nine parents participated in the online survey, with a majority indicating that their child had been attending the preschool for a year or less. Nearly all respondents expressed satisfaction with their child's experience at the setting, highlighting aspects such as enjoyment, safety, a range of play-based activities, and positive relationships with staff. Similarly, nearly all parents felt the setting had good quality resources and facilities, helped their child choose a healthy lifestyle and that their child was making good progress in relation to age-appropriate benchmarks. Furthermore, a majority of parents credited the setting's leadership for fostering achievement and inclusivity, commended the effectiveness of reports and parental involvement, and expressed overall satisfaction with the education provided. Most also acknowledged the consistent and effective two-way communication between parents and staff, as well as the solicitation of parental input in self-evaluation processes. Moreover, most parents agreed that the leaders and staff supported their child in key transition times and that the staff were suitably qualified. Most parents also believed that the setting provided support for children with additional learning and special educational needs, that their child had an age-appropriate understanding and appreciation of culture, religion and the environment and that the setting had beneficial connections with the wider community. In the comments section of the survey, parents responded positively about the setting's provision and staff. Parents also provided comments on areas for further development such as the sharing of information regarding children's food allergies and improved collaboration between parents and teachers in the tracking of children's progress and achievement.

### Staff

Fourteen staff completed the online survey prior to the inspection. Overall, most staff agreed that the quality of education provided by the setting was good. This represented a decrease of seven per cent since the previous inspection. All staff reported that children had an age-appropriate understanding of culture, religion and the environment. Similarly, all indicated the setting had good assessment systems and helped children choose a healthy lifestyle. All staff believed they were knowledgeable of child protection reporting requirements. Almost all staff felt the setting promoted a positive learning environment with an appropriate balance of adult-directed and child-initiated learning opportunities. Likewise, they thought children were independent learners who made choices about their learning and that children and adults enjoyed positive relationships. Most staff agreed children were making good progress and achieved developmental benchmarks, that the setting was safe and caring, there were effective transition arrangements and leaders impacted children's achievement while creating an inclusive environment. Furthermore, most staff believed they were involved in the setting's self-evaluation and improvement planning processes, there was regular and reliable two-way communication between staff and parents and the Advisory Body was knowledgeable and supportive. Similarly, most indicated the setting effectively involved parents in its work and had adequate, appropriately qualified and skilled staff. Only a majority of staff expressed the setting supported their professional development, considered their well-being, provided good support to children with additional learning support needs and had good quality resources and facilities. Four staff submitted written comments, all of which were positive.

## What Happens Next?

The early childhood setting should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and address:

- the recommendations identified within this report;
- areas identified by the early childhood setting as requiring improvement;
- other external reports or sources of information that comment on the work of the early childhood setting.

## Further Information

### Inspections of Early Childhood Settings in the Cayman Islands

As determined by the 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 educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to 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 and early childhood setting for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is the tool which is used both by early childhood settings to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different educational institution 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 early childhood settings regarding the major determinants of educational success.
- Exemplars provide early childhood settings with clarity regarding the **expected standard** for a good judgement level.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to 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 settings to see inspection as a **transparent** process.

### Judgements

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.
<b>Good</b>	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
<b>Satisfactory</b>	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
<b>Weak</b>	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

### Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in 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 a quarter	15% to 24%
Few	Up to 15%	0% to 14%

## The Office of Education Standards

### Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the 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)

### Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Althea Edwards-Boothe	Office of Education Standards
Team Inspector	Jessica Jackson	Office of Education Standards
Team Inspector	Suzanne Goodwin	Cayman Islands Associate Inspector



Office of  
Education  
Standards



**First Steps to Success:**  
Nurturing Environments and  
Thriving Children

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CAYMAN ISLANDS GOVERNMENT





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