

# FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

JUNE 2024



ABC Kids

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## INTRODUCTION

# FOLLOW-THROUGH INSPECTIONS OF SCHOOLS, COLLEGES AND EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

The Office of Education Standards conducts inspections of schools and early years centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, a further inspection is arranged six months following the publication of the initial report.

### Views of stakeholders

During the Follow-Through visit, inspectors focused upon the recommendations that had been made at the time of the previous inspection. They evaluated whether the setting had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four-point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

As part of the Follow-Through Inspection, parents and staff were invited to comment upon the work of the early years setting by completing an on-line survey. The results from the survey are included within this report.

### Follow-Through Inspection

The Follow-Through Inspection of **ABC Kids** took place from June 19 to 20, 2024. The inspectors gathered evidence through lesson observations and discussions with staff and parents. Documents and children's progress and attainment information were also reviewed.

During the Follow-Through Inspection of **ABC Kids**, Inspectors evaluated the progress that had been made by the setting's leaders in addressing the five recommendations from the previous full inspection. The setting has made **satisfactory** progress in addressing the five recommendations. The inspectorate judged that there had been **satisfactory** progress overall.



# INTRODUCTION

## Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









# SCHOOL INFORMATION

## General information

	<b>School name</b>	ABC Kids
	<b>Address</b>	1866 Shamrock Road, Grand Cayman
	<b>Telephone number</b>	1 (345) 945-5626
	<b>Website</b>	<a href="mailto:info@abckids.ky">info@abckids.ky</a>
	<b>Name of the principal</b>	Ms. Gail McIntosh
	<b>Date of this inspection</b>	19 June - 20 June, 2024
	<b>Date of the last inspection</b>	20 November - 21 November, 2023





## Students

	<b>Number of students on roll</b>	36
	<b>Age range of the students</b>	12 months to 48 months
	<b>Grades or year groups</b>	As above
	<b>Number of Caymanian children</b>	27
	<b>Number of children with special educational needs</b>	7
	<b>Largest nationality group of children</b>	Caymanian






# SCHOOL INFORMATION


## Staff

	<b>Number of teachers</b>	
	<b>Number of teaching assistants</b>	6
	<b>Teacher-student ratio</b>	1:6
	<b>Teacher turnover</b>	30%

## Curriculum

	<b>Main curriculum</b>	Cayman Islands Early Years Curriculum Framework
	<b>External tests and assessments</b>	NA
	<b>Accreditation</b>	NA

## School inspection overall performance history

<b>Cycle 1 Inspection</b>	October 2020	 Satisfactory
<b>Cycle 2 Inspection</b>	February 2023	 Weak



## RECOMMENDATION 1

### Ensure the premises and practices are safe and hygienic.

- **Remove garbage and debris from the premises**
- **Create and complete a premises safety assessment and maintenance log on a regular basis**
- **Ensure staff are consistently using safe and hygienic practices**
- **Leadership to create a culture of safety throughout the centre**
- **Leadership to ensure they are aware of and adhere to all regulatory requirements in the operation of an early childhood centre.**

The early childhood setting had made satisfactory progress in addressing this recommendation.

The premises were now free of garbage and debris and the outdoor area had been further developed to enhance its usability for young learners, with additional developments planned. The facilities were clean.

Staff conducted regular safety assessments and comprehensive records were available during the Follow-Through inspection. These assessments covered a wide range of areas including “care and welfare of children”, “quality of maintenance and record-keeping”, “compliance with regulatory requirements” and “provision for the promotion of healthy lifestyles.” Issues that were identified in the assessments were promptly addressed, as evidenced by a maintenance log documenting timely remediation efforts. Staff adhered to safe and hygienic practices, demonstrating a commitment to maintaining a clean and healthy environment. The diaper changing procedure implemented by staff was hygienic, with staff wearing gloves, sanitising the changing surface after each use and washing their hands. A log was maintained to document the cleaning of toys and “dirty bins” were

observed in classrooms for the collection of soiled toys. Children regularly washed or sanitised their hands. The emphasis on hygiene demonstrated the staff’s commitment to maintain a safe space for all children.

Leaders outlined the measures taken to foster a culture of safety across the setting. These measures included increased involvement and vigilance from leadership, investment in the premises, enhancements to systems and processes and diligent monitoring of staff compliance with health and safety protocols. As a result, children were now adequately supervised, risk assessments were routinely completed and there was significant improvement in health and safety arrangements. All staff were compliant with child protection training and CPR certification requirements. Parents consistently signed their children in and out, ensuring accurate records of attendance were maintained. Documentation for evacuation drills and regulatory agency inspections was up-to-date and meticulously organised. Leaders also demonstrated a heightened awareness of the requirements necessary to create and sustain a safe and healthy environment and appeared committed to ongoing improvements in this area.





## RECOMMENDATION 2

### **Review the assessment process and practice to ensure accurate assessment of children's achievements and the appropriate use of assessment information to support teaching and learning.**

The early childhood setting had made satisfactory progress in addressing this recommendation.

Since the previous Follow-Through Inspection, the staff and leaders had visited other settings to observe effective practice and had also engaged in a systematic review of their own practices and data. As a consequence, staff and leaders had initiated improvements in their assessment practices. Staff members completed anecdotal records which recorded the developmental progress of individual children. In addition to this, they routinely completed daily reflections on the overall progress of groups of children during various activities and provided further reflections on their lesson plans. Moreover, developmental checklists for each child were completed termly to maintain an account of each child's progress. These anecdotal records, developmental checklists and reflective practices had collectively contributed to a more precise and detailed understanding of each child's achievements. However, there remained a need for continued improvement in the use of evaluative statements which were targeted to the children's area of skill development. Staff required continued development in collecting and analysing data and using the information to inform the planning of personalised learning opportunities for all children.

Recognising the need for continued improvement, the leadership team had taken steps to further develop the assessment practices at the setting and were in the process of transitioning to a new online assessment and planning platform. The online platform has the potential to reduce the variety of assessments conducted by the staff, supporting more focused and succinct progress monitoring of each child's learning and development. In preparation

for the transition to the online platform, staff members were undergoing training sessions aimed at maximising the effective use of the platform and enhancing the assessment capabilities. Additionally, leaders had developed more comprehensive progress reporting systems to better track and communicate children's developmental milestones. While satisfactory progress had been made in improving the assessment practices, continued efforts were required to ensure that staff were fully equipped to collect and utilise data effectively in planning next steps in children's learning. This will support the setting's goal of providing learning opportunities that meet the individual needs of each child, thereby fostering children's continued growth and development.





## RECOMMENDATION 3

### Review the curriculum and ensure teachers are using the curriculum when planning learning experiences and assessment.

The early years setting had made satisfactory progress in addressing this recommendation.

Following the Follow-Through Inspection conducted in November 2023, the setting's staff and leadership had benefited from continuous professional development and training sessions. These sessions reinforced the importance of a play-based curriculum and emphasised the need for ongoing review and adaptation to meet the needs of all learners. As a consequence, staff demonstrated improved understanding of curriculum mapping and the appropriate sequencing of learning to support progression in children's knowledge and skill development. Staff used the Cayman Islands Early Childhood Curriculum Framework which was organised around planned monthly themes. Additionally, staff planned a suitable range of activities both indoor and outdoor which promoted children's integrated skill development. For example, staff promoted children's fine and gross motor development as well as their cognitive development in response to stimuli that promoted children's natural curiosity. In an outdoor activity, children had used simple tools to remove debris from the 'ocean' while learning about the importance of environmental conservation in developmentally appropriate ways.

As a result of engagement in reflective practice as well as peer observations in other early years' settings, staff were now able to consistently plan learning experiences and assessments that promoted children's learning and development. Staff used Birth to Five Matters to track the progress of children overtime and to monitor their achievement

against developmental milestones. Although there was scope for better integration of the early learning goals, lesson plans now reflected appropriate linkage of curriculum objectives and learning activities. There was also evidence of ongoing review of the curriculum through the use of curriculum audits and staff planning meetings to assess curriculum effectiveness and alignment with educational standards. As a consequence, the breadth and balance of the curriculum had improved with a greater focus upon cultural referencing to the Cayman Islands, for example. Although there was the need for further embedding, there were increased opportunities in the planned programme to promote children's understanding of Caymanian culture and heritage. Transition routines were in place and planning strategies were relative to the needs of most children, although not always effective in meeting the needs of children who required support or challenge. Throughout the day, there were regular opportunities for children to learn independently or to express choice in their learning. Staff should further review the curriculum to ensure activities provide sufficient depth and challenge for high achieving children. Following the departure of the qualified teacher last year, school leaders should work diligently to find a suitable replacement. Overall, all staff demonstrated increased understanding of curriculum expectations and this had positively impacted the quality of children's learning experiences.



## RECOMMENDATION 4

### Improve the quality of leadership to ensure standards are raised to at least a minimum quality.

The setting had made **satisfactory** progress in addressing this recommendation.

Following the previous Follow-Through Inspection, leaders had begun to promote a culture of continuous improvement and accountability. Additionally, although fledgling, an advisory body was established to support ongoing monitoring of the setting's practice and provision. The teaching staff and leaders had benefitted from opportunities to observe effective practice in other early years settings and to work alongside a dedicated mentor who provided ongoing support and guidance. The collaboration with other settings and focused support from the mentor had allowed staff to glean innovative ideas and effective approaches to early childhood care and development. Notably, this had led to improvements to teaching and learning resulting in improvement in the variety and quality of the children's experiences. Leaders had also established a partnership with the Lighthouse school to better support children with special educational needs.

Both staff and leaders had participated in regular professional development opportunities with officers from the Early Childhood Care and Education Unit. This ensured they had appreciable knowledgeable of best practices and standards. Through clearly communicated expectations, the provision of regular feedback, and the creation of an open, communicative environment, leaders were now supporting staff in maintaining high standards. Of note, Inspectors observed considerable improvement in the quality of record keeping across the setting which was now detailed and comprehensive. Additionally, systems and procedures were in place to ensure a safe

and healthy learning environment. Furthermore, improvements in assessment practices had allowed for a more accurate assessment of children's strengths and areas for development. All children had individual portfolios that documented their learning journey to support progression in their learning.

Leaders also demonstrated greater understanding self-evaluation; consequently, the setting's self-assessments were evidenced based. Leaders also had an accurate understanding of the setting's strengths and areas for development. Notwithstanding, there was the need for self-evaluation to be more focused on impact. The setting's improvement priorities were appropriate and focused and were beginning to positively impact children's learning and achievement. Systems were in place to monitor the quality of teaching and learning including class visits by the principal and owner of the setting. Leaders had begun to engage parents regularly about their children's development and had issued surveys to parents to poll their views on aspects of the setting's provision. This was also used to inform development priorities. Staff also expressed that they were fully involved in self-evaluation and school improvement planning. Leaders planned to maintain the network of support with other early years settings to continue to enhance provision and practice and expressed commitment to ensuring a consistent standard of quality across the setting.



## RECOMMENDATION 5

### Review support and guidance to ensure all children's needs are met.

The setting had made satisfactory progress in addressing this recommendation.

The setting had recently appointed a Special Educational Needs Coordinator (SENCO) who had completed comprehensive training with both the Early Childhood Care and Education Unit and the Early Intervention Programme. In addition, she had pursued online professional development to enhance her ability to identify and support children with developmental concerns. The SENCO conducted individual sessions with identified children and assisted teachers in meeting the needs of children with Learning Support Plans (LSPs).

The staff had effectively identified children with developmental concerns, completed records of concern and engaged in discussions with parents to develop LSPs for relevant children which were tailored to each child's individual needs. Although there was a need for further refinement to ensure that the strategies used were always aligned with development targets, there was significant improvement in the LSPs. Additionally, they were regularly reviewed and played a crucial role in supporting the children's development. The SENCO maintained regular communication with staff and parents regarding each child's progress and their development was recorded using the setting's assessment process. Staff recognised that further analysis of the collected data would be beneficial in making the LSPs more precise and accurate. Teachers also needed to plan individually for children who required additional support and those who needed challenge as this information was not currently in the planned learning experiences. When necessary, referrals were made to

specialist service providers to ensure children received comprehensive support.

Behaviour throughout the setting was generally well managed, except in instances where there was a lack of sufficient challenge or support. While there were some minor disruptions during activities, the overall behaviour and interactions of most children had improved significantly as teachers were more competent at play-based learning and supporting children to self-regulate. Although there was still area for improvement, leaders recognised this and were taking further steps to improve in this area.

The staff and leaders had also undertaken transition visits for children who were preparing to enter school in the upcoming academic year. They organised and accompanied children to their designated catchment area schools, providing them with the opportunity to experience their new settings. There were a total of four arranged visits, which was a substantial commitment for a small early childhood setting. This initiative demonstrated the staff's increased knowledge and appreciation of the value of transition systems for children, ensuring a smooth adjustment to their new educational environment.



# SURVEY RESULTS

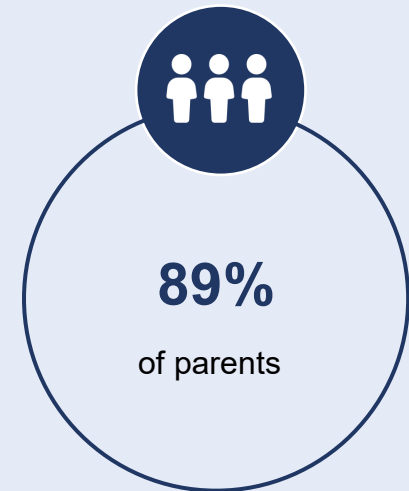
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Parents	29	Staff	8
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## Parents

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

There was an increase in parent respondents since the last survey, with 29 parents responding when only 16 responded previously. However, in the last survey, 100% of parents responded that, overall, they were satisfied with the quality of education provided and this decreased in the current survey to 85% (most). Almost all parents felt as though their children were making good progress in learning and development while all parents responded that adults consistently and effectively catered to the care and development needs of their child. All parents felt that their child was safe and cared for at the centre and that the centre had connections with the wider community. Most parents said their child enjoyed coming to the centre where their child had positive relationships with the adults and that there was a wide range of age appropriate play opportunities. While most parents felt that leaders positively impacted their child’s achievement and created an inclusive learning environment, a majority reported that their views and opinions were sought to evaluate work and development improvement plans. A majority of parents felt that the setting had qualified staff and that there were quality resources and facilities. A majority of parents responded that there was good support for children with ALSN and SEND, but 43% of respondents shared that they were unable to answer this question.



**Strongly Agree and Agree**

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**11%**

**Decrease** since the last inspection



## SURVEY RESULTS

### Staff

#### Survey: “This setting provides a good quality of education.”

Similar to the previous inspection, eight staff responded to the OES online survey ahead of the Follow-Through Inspection. All staff agreed the setting provided a good quality of education. Likewise, all felt children were making good progress in their learning, that they achieved developmental benchmarks and were independent learners who made purposeful decisions about their learning. However, only a majority felt children had an age-appropriate understanding and appreciation of culture, religion and the environment. Most staff believed the behaviour of children was good, that the setting had good assessment systems, provided good support to children with additional learning support needs and effectively involved parents in its work. Only a significant minority felt that leaders were considerate of staff’s well-being. All felt that the learning environment was positive, that the setting provided a safe and caring environment, and had effective transition arrangements. All felt that the setting helped children choose a healthy lifestyle and to develop an understanding of how to keep themselves safe. Most agreed that the setting had good quality resources and facilities and appropriately qualified and skilled staff. All expressed that they were knowledgeable about child protection reporting requirements. Likewise, all believed the relationships between adults and children were positive, and there was regular and reliable two-way communication between staff and parents. Most staff agreed the setting effectively supported their professional development and had productive links with the wider community which enhanced children’s learning. Most were positive about leaders’ impact on children’s achievements. All staff indicated they were involved in the setting’s self-evaluation and improvement planning processes and most judged the Advisory Body to be sufficiently knowledgeable and active in planning, supporting and guiding actions of the setting.



**Strongly Agree and Agree**

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**0%**

**Unchanged** since the last inspection

## WHAT HAPPENS NEXT?

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

## WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As ABC Kids has satisfactorily addressed the previous Full Inspection's recommendations, there will be no further inspections until the next cycle which commences in 2025.



## WHO ARE WE AND WHAT DO WE DO?

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

### How to contact us

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

[adminOES@gov.ky](mailto:adminOES@gov.ky)

### Where to read our reports

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

[www.oes.gov.ky](http://www.oes.gov.ky)







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