



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

FEBRUARY 2025



RITE START PRESCHOOL & DAY CARE

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This report provides a comprehensive account of the setting’s quality of provision. A **summary report** offering an overview of the inspection judgements and main inspection findings is available at [www.oes.gov.ky/education-institutions](http://www.oes.gov.ky/education-institutions).

# 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	Rite Start Preschool and Daycare
	Address	1548 Shamrock Road, Savannah
	Telephone number	945-3432
	Website	N/A
	Name of principal/manager	Currently vacant
	Name of owner	Mrs. Grace Langley and Mrs. Aysha Munroe
	Date of this inspection	February 4 and 5, 2025
	Date of last inspection	November 1 and 2, 2022
Children		
	Number of children on roll	49
	Age range of the children	6 months to 5 years old
	Groups	3
	Number of Caymanian children	28
	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	N/A
Staff		
	Number of licensed teachers	0
	Number of other staff	8
	Teacher-child ratio	1 adult to 4 children

# Context

Rite Start is one of the smaller early childhood care and education centres and is currently the only privately-owned early childhood care and education setting in the eastern districts of Grand Cayman.

Rite Start is owned by a mother-daughter team, Mrs. Grace Langley and Mrs. Aysha Munroe.

The centre has three classes which cater to children from 3 months old to compulsory school age at 5 years old. The mission of Rite Start is “to provide a comfortable learning environment with the highest standards of care and well-being for those entrusted to us”.

This is the first time Rite Start has been inspected using the First Steps to Success inspection framework.

## Overall Judgement History

Cycle 1 Inspection	September 2019	Weak
Cycle 2 Inspection	November 2022	Satisfactory
Cycle 3 Inspection	February 2025	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	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Social Emotional development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Communication and Language development	1.1 Attainment	N/A	Satisfactory	N/A
	1.2 Progress	N/A	Satisfactory	N/A
Physical development	1.1 Attainment	N/A	Good	N/A
	1.2 Progress	N/A	Good	N/A

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		N/A	Satisfactory	N/A
2.2 Understanding of and appreciation for culture, religion and the environment		N/A	Good	N/A

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	Satisfactory	Good	↑
5.2 Support and guidance	Satisfactory	Good	↑

**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	Satisfactory	Good	↑
6.4 Staffing and the learning environment	Satisfactory	Satisfactory	→

## What the Setting Does Well

- All staff interacted positively with the children, providing warm and nurturing care, creating a welcoming family atmosphere throughout the centre.
- The facilities were kept to a high standard, hygienic and in good repair. The centre was well-resourced, and space was effectively utilised to provide children with various safe and stimulating learning areas.
- The children's health and safety were a priority and healthy living was promoted.

## Recommendations

### **Ensure consistently high-quality teaching by:**

- Strengthening the progression of skills within the curriculum.
- Creating a robust teacher observation system to drive continuous improvement in provision.

### **Improve leadership by:**

- Refining the self-evaluation framework and school improvement plan to systematically assess and guide the work of the early childhood setting.
- Providing targeted support for all leaders to empower them in fostering the growth and development of the early childhood setting.
- Recruiting a licensed early childhood teacher as per the current requirements.



# 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 the Cognitive domain was judged as satisfactory. All children in the early childhood centre engaged in a variety of activities that supported their learning and development. They enjoyed scientific exploration, as seen in the Sunbeams class where children mixed yellow and blue food colouring and were excited to see the colour change. Adorable Angels and Little Tots watered plants and observed their growth over time. Mathematical concepts were introduced through exposure to the number of the week and counting by rote in songs and activities. Across the setting, children worked on puzzles to develop spatial understanding and used everyday language for comparisons, such as describing a stethoscope as “long” and a syringe as “short.” Throughout the day, children interacted with various tools and equipment, including scissors, magnifying glasses and building tools, as well as computer equipment and telephones used in pretend play. They explored books in the reading centres and were introduced to healthy lifestyles and choices. Children required further development in age appropriate stages of phonological awareness, including phonemic awareness for the older children as developmentally appropriate. Additionally, children were encouraged to move beyond rote learning in science and mathematics by investigating and reflecting on why things happen, how things work and making predictions based on their observations.

Progress in the Cognitive domain was judged as satisfactory. Using developmental records and observations during the inspection, most children made expected progress in this domain. Children participated in a range of mathematical and scientific activities, gaining exposure to key concepts. However, their learning tended to be more experience-based or focused on rote-recall. Children now needed to engage in deeper exploration and reflection, moving beyond surface-level experiences to gain a stronger understanding of concepts and to develop their ability to think critically, solve problems and apply their learning in different contexts. Children gained familiarity with an appropriate selection of books, showing progressing book handling skills. Children were exposed to phonological awareness, but to prepare them to be confident readers, they required further support through well planned experiences which matched their level of development in this area. Throughout the centre, children were confident and seemed excited to use a variety of technological tools. Infants in Adorable Angels explored cause and effect toys, Little Tots used blocks in construction and children in Sunbeams used instruments such as magnifying glasses and microscopes.

## Areas for development

- Deepen understanding of scientific and mathematical concepts through more opportunities for enquiry, problem-solving and reflection.
- Further promote children’s phonological awareness, including phonemic awareness as age-appropriate.

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

### Social Emotional development

Children’s attainment in the Social-emotional domain was judged as satisfactory. Records showed that most children reached the expected social-emotional development levels in relation to their respective stage and abilities. In observed activities, most children exhibited the age-appropriate skills. Most children were still in the process of learning how to engage with and form relationships with others. Almost all children showed respect toward their caregivers, responding well to positive reinforcement. Older children would greatly benefit from increased opportunities to engage in collaborative play, which serves as an effective platform for developing key interpersonal skills. By providing more structured group activities and social interactions, children will have the chance to strengthen their teamwork, communication and problem-solving abilities.

Children’s progress in the social-emotional domain was judged as satisfactory. Evidence from the learning records demonstrated that most children exhibited the expected progress in their social and emotional development. Children who were in distress calmed in a timely manner through accepting comfort from the nurturing adults caring for them. Infants enjoyed exploring their surroundings, often seeking comfort or affirmation from a trusted adult, showing strong attachment to their caregivers. In the younger toddler classroom, most children were starting to engage in parallel play, while the older children were seen engaged in more pretend play. In the older toddler class, a few children worked together while role-playing as "doctors." There was potential to further enhance children’s self-regulation by implementing positive behaviour strategies and creating opportunities for peer problem solving before adult intervention, which would better support their development.

### Areas for development

- Incorporate regular opportunities for children to reflect on their emotions and social interactions.
- Provide opportunities for children to develop age appropriate conflict resolution skills.

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

### Communication and Language development

Attainment in the Communication and language domain was judged to be satisfactory, with most children demonstrating age-appropriate skills in talking, listening, and expressing themselves creatively. Infants in the Adorable Angels class were making eye contact with adults and were babbling to communicate their needs in an age-appropriate manner. They showed early signs of receptive language by following simple instructions and engaging in listening activities. Toddlers in the Little Tots class were able to identify and name a variety of objects, and most could communicate their needs and ideas using short utterances. Young children in the Sunbeams class were able to express themselves with an expanded vocabulary. Children with Special Educational Needs in the same class used gestures and early words to communicate and also utilised pictures to express their needs and ideas. Across the centre, children were able to colour pictures in line with age expectations, though there was limited evidence of further writing development at this stage. While most children demonstrated active listening behaviours during centre play and outdoor activities, they faced challenges in sustaining attention during teacher-led group activities.

Progress in the Communication and language domain was judged as satisfactory. While children were demonstrating increased capacity to communicate in a variety of contexts, they required further development in active listening in teacher-led group activities. Children showed increased participation in role-play activities, both indoors and outdoors, and were beginning to demonstrate an understanding of social roles. For example, in the Sunbeams class, children role-played as doctors and nurses, carrying out caring roles as they dressed in medical uniforms. However, children would benefit from more diverse opportunities for creative expression through mediums such as painting, collage-making, free drawing and writing. In terms of phonological awareness, children required more structured exposure to develop the foundational skills needed to become confident readers in the future.

#### Areas for development

- Provide regular opportunities for children to engage in creative expression using a variety of mediums.
- Increase opportunities for mark making and writing to ensure good progress for all children.
- Promote children's active listening skills in a variety of contexts.

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

**Physical development**

Children’s attainment in the Physical domain was judged as good. Almost all children demonstrated age-appropriate gross and fine motor skills, with strong hand-eye coordination evident in activities such as mark-making and manipulating toys, including those with small moving parts. Children navigated their environment safely, crawling, running, climbing and jumping within expected age ranges. Young infants in the Adorable Angels class were able to sit up, lift their heads, roll over and grasp objects like leaves while exploring outdoors. Mobile infants confidently moved around both indoor and outdoor spaces, demonstrating independence and coordination. In both the Little Tots and Sunbeam classes, children pushed themselves on wheeled toys and navigated the space safely and confidently. Children displayed good hand-eye coordination as they manipulated toys and sensory equipment, such as magnifiers, microscopes, stethoscopes, gloves and syringes, while engaging in role-play as doctors. Children in the Sunbeam class manipulated play dough to create recognisable objects such as shrimp, dinosaur eggs, chicken eggs, corn and bread, with a few using scissors to cut the play dough. While fine motor skills were evident, older children would benefit from additional mark-making opportunities to begin forming recognisable letters.

Children’s progress in Physical development was judged as good, with an analysis of the setting's records supporting this judgement. Infants had successfully progressed through key milestones, from rolling over to sitting and then walking, all in line with age-appropriate developmental stages. Older children had exhibited development in their ability to run, climb and independently navigate wheeled toys, displaying increasing confidence and coordination. Children had refined their fine motor skills, evidenced by their ability to use a pincer grasp to manipulate small objects such as the doctor’s tools, a key component of their developing dexterity. Older children in the infant classroom demonstrated their growing control by using crayons to colour figures, while toddlers in the Little Tots class took advantage of outdoor space, exploring chalk as part of their creative mark-making activities.

**Areas for development**

-Expose children to a greater variety of mark making opportunities.

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	Good

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### Social emotional learning

Social emotional learning was rated as satisfactory. Most children demonstrated appropriate behaviour and conduct during free play and centre activities. Almost all children exhibited a strong sense of security and emotional well-being, transitioning smoothly from their parents and engaging confidently with their peers and staff. Most children consistently followed directions and cooperated well with adults, actively participating in their interactions and showing enjoyment in their engagements across various settings. While positive behaviours were observed, further development was needed in areas such as sharing, turn-taking and overall social skills. To enhance social interactions, more opportunities for collaborative play, as developmentally appropriate, should be provided, helping children to refine their abilities to work together. Additionally, there is a need to focus on strengthening conflict resolution skills.

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

Understanding and appreciation for culture, religion and the environment was judged as good. The setting strongly reflected a rich Caymanian ethos, with each classroom showcasing a dedicated culture corner featuring artifacts that represented the Cayman Islands. Children were regularly exposed to traditional folk songs as they were played outdoors during play, further enriching their cultural experience. Children could be seen dancing and pretending to play a guitar as the music played. Christian practices were actively promoted through daily devotions and prayers before meals, with almost all children demonstrating an understanding of Christianity. However, there was a need to increase exposure to other religions and cultural practices to broaden the children's understanding of global diversity. Additionally, the setting actively promoted sustainability, with visible evidence of reusing materials throughout the setting, reinforcing eco-friendly practices and environmental awareness. In the Adorable Angels class, infants enthusiastically used shakers made of reused bottles during devotion. In the Little Tots class, children built towers with empty plastic bottles and drove around in an ambulance made from a cardboard box. In the Sunbeams class, children played with empty condiment bottles and food boxes as they did grocery shopping and cooking.

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### Areas for development

- Enhance children's social skills such as sharing and turn-taking and their collaborative skills.
- Increase children's exposure to world religions and cultures.

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. The centre followed long-range plans and created two-week plans based on children’s interests and developmental needs. However, activities were not always aligned with learning outcomes and skill progression across the developmental stages was not always evident, requiring more detailed and accurate planning to meet the needs of all learners. Teaching approaches varied, with children engaging in both child-led play in well-organised learning centres indoors and outdoors, as well as teacher-led group activities. While staff effectively supported children during play, they were less skilled in managing structured group experiences. Transitions varied in effectiveness, with some supporting independence and emotional regulation, while others led to passivity and dysregulation. Most staff appropriately supported children’s learning and development, but further training would help them better meet individual needs. There was a balance of adult-directed and child-initiated experiences, with well-utilised spaces indoors and outdoors. Learning areas were well resourced and matched weekly themes and were usually appropriate to support learning. All adult:child interactions were warm, nurturing and supportive. The staff supported the development of children’s language and thinking skills, especially in Adorable Angels where the staff narrated the daily activities for children and exposed them to expanded vocabulary and a variety of situations. In the Sunbeams, a small group of children with special educational needs, the teacher skilfully interacted with children based on their specific need, current interest and developmental level. This further supported problem solving, language and social development for the children in this group. However, across the centre, there were frequent missed opportunities for children to talk, problem-solve and think critically about their experiences.

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## Learning

Learning was judged as satisfactory. Almost all children had positive attitudes towards their learning and actively participated, particularly during child-led activities. When given the opportunity, children demonstrated independence and curiosity about their environment. In the Adorable Angels class, infants used their developing pincer grasp to pick up and explore fallen leaves from the tree in their play area, showing an early interest in nature. In the Sunbeams class, children eagerly engaged with the activities in learning centres, both independently and alongside their peers, demonstrating curiosity and a willingness to explore new concepts. Most children took pride in their accomplishments and were eager to share their successes. For example, in the Little Tots class, two children worked persistently to put on their socks without assistance. After successfully doing so, they excitedly showed their achievement to all adults in the room, displaying a sense of confidence and pride. However, older children needed further support in applying their learning to real-life situations and making connections between concepts. Additionally, while they enjoyed celebrating their successes, children required more structured opportunities to develop self-reflection skills, allowing them to recognise their progress and take ownership of their learning journey.

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## Observation, assessment and planning

Observation, assessment and planning were judged as satisfactory. There were a variety of observational approaches used to monitor children's development. Staff gathered evidence through anecdotal records, ensuring that children's progress was consistently tracked. During the current transition to the Tapestry assessment system, leaders maintained continuity by ensuring staff still collected anecdotal observations. As staff continued to learn about the new system, they needed to now include evaluative statements to accompany the pictorial evidence and pre-generated statements of the programme. Children with additional learning needs were identified early and support was provided to help them access learning opportunities suited to their developmental levels. While leaders and teachers did refer to assessment data when planning activities, this practice required further development to enhance its accuracy and effectiveness, ensuring alignment with skill progression across all domains. This alignment would better support all children in making expected progress. Additionally, children required further support in talking about and reflecting on their own learning. Early childhood staff used questions to elicit answers from children, however, these questions often lacked depth and did not always support children to develop an understanding of their own progress. Encouraging self-assessment and discussion about their progress would help children develop a deeper understanding of their learning journey, fostering independence and confidence in their abilities.

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## Areas for development

- Improve planning and delivery of lessons so group activities are more effective.
- Use assessment information and knowledge of child development to accurately plan learning experiences.
- Further support children to talk about and assess their own learning.



**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

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**Curriculum quality**

The curriculum was judged to be satisfactory. The Cayman Islands Early Years Curriculum Framework was satisfactorily implemented, with planning aligned to the four key focus areas. The curriculum was appropriately broad and balanced and supported progress for most children. However, planned activities needed to be more closely aligned with the specific learning outcomes outlined in the curriculum. The curriculum followed a clear play-based rationale, with children across all classes benefiting from ample opportunities for child-led play experiences throughout the day, both indoors and outdoors. Caymanian culture and Christian values were successfully integrated into planned activities, enriching the learning experience while fostering a strong sense of identity and community among the children. Pictorial evidence demonstrated that cross-curricular connections were regularly incorporated, promoting a holistic approach to learning.

Additionally, visitors to the setting played a valuable role in enhancing children's experiences by providing real-world connections and broadening their perspectives. To further strengthen the curriculum, activities needed to be clearly mapped to ensure a coherent progression of skills across all areas of learning. Planning should also be refined to consistently meet the needs of all children, supporting their individual growth and development.

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**Areas for development**

- Ensure a more coherent progression of skills across all domains.
- Ensure planned activities are explicitly aligned with the learning outcomes in the Cayman Islands Early Years Curriculum Framework.

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

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### Health and safety

Health and safety were judged as good. The early childhood setting’s policies and procedures ensured that all children were kept safe. The perimeter of the premises was secure with fencing and locked gates. All children were actively supervised at all times and throughout the day, the setting maintained the required adult to child ratios. Child safeguarding was a priority and all staff across the centre had the required child safeguarding training. Thorough checks of the premises were made daily, although these were not recorded. Weekly checks, however were logged and these were available for review. Maintenance and repair requests were attended to in a timely manner and this was evident across the well-kept premises. A staff member used a yard blower throughout the day to make sure the surfaces outdoors were cleared of fallen leaves and other debris. The equipment and furniture were sanitised throughout the day by staff and someone came into the centre at the end of the day to clean as well. Hazard management drills were all recorded and showed that they closely followed the requirements for frequency. Risk assessments were conducted for relevant activities. All regulatory inspections were completed on a regular basis. Healthy lifestyles were promoted and home routines were taken into consideration with infants. The setting did not yet have a programme in place to support children to recognise and resist potential abusive situations, as required by the Education Act.

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## Support and guidance

Support and guidance were judged as good. An effective policy and procedure was in place to support children with additional learning needs, consistently implemented and monitored by the Special Educational Needs Coordinators (SENCOs). A well-established system ensured the timely identification of children with special educational needs. Strong collaboration between parents and staff was evident, with parents highlighting this as a key strength. The setting needed to strengthen collaboration with external service providers to ensure a common approach to working with children. Most children on the setting's Special Educational Needs/Disability (SEND) register were receiving external specialist services. The setting had introduced provision to support children with SEND in a small group setting. These children were successfully integrated with their same-age peers throughout the day and received targeted support from a capable and committed staff member during designated intervals to aid their development. Additionally, the room was regularly utilised by specialist service providers to conduct sessions with children. Transitions into and across the early childhood setting were effective, supported by regular meetings between relevant stakeholders. Staff interactions with children were positive and nurturing, fostering a supportive learning environment. However, support for self-regulation did not consistently meet the needs of all children. A more structured approach and a robust system to monitor progress against Learning Support Plan targets were needed to ensure children with SEND made good progress.

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## Areas for development

- Implement a programme for children to recognise and resist potential abuse as per the Education Act.
- Initiate partnerships with agencies to promote children's welfare and strengthen collaboration with external service providers.
- More effectively monitor children's learning support plans to track progress.

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	Good
6.4 Staffing and the learning environment	Satisfactory

### Leadership

Leadership was judged as satisfactory. The past Principal and only licensed teacher at the setting resigned with short notice six months ago. The setting had yet to find a suitable replacement. To fill the void, multiple leadership positions were created and there was now a distributed leadership model where staff members assumed leadership in various areas. These included two Directors, Safeguarding Leads, Special Education Needs Coordinators, acting lead teacher and office administrator. This model helped to provide team cohesion and adaptability. However, not all members of the leadership team were suitably qualified for the positions they held, although they were all passionate and brought some experience to their roles. The team required further development, but each one demonstrated a willingness and ability to improve. There was an inclusive approach at the centre where children of all backgrounds and needs were embraced. Leaders and staff made all attempts to accommodate needs as much as possible. Regular teacher observations were conducted, however, the observation tool and therefore impactful feedback and monitoring were lacking in order to ensure swift improvement. Staff received professional development opportunities. Leaders considered staff well-being and catered to their needs. The setting did not have an advisory body. Overall, more robust systems and support were now required to make a positive impact on the learning and development of the children.

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## Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged to be satisfactory. Leaders demonstrated a clear understanding of the setting, which was evident in their discussions during the inspection. Some systems were in place to monitor the setting's performance, including teacher observations. However, the tools used for these observations were not sufficiently robust to provide detailed and meaningful insights. Strengthening these tools would enable leaders to gather more accurate data to inform decision-making and drive improvement. The self-evaluation and school improvement plan required review to ensure they were accurate, reflective and effective development tools. While staff were involved in the self-evaluation process, the setting needed to engage a wider range of stakeholders, including parents and external specialists, to contribute to the ongoing development of both the self-evaluation document and the improvement plan. Further refinement of planning and monitoring processes were needed to ensure continuous improvement. By implementing a more structured and data-driven approach to self-evaluation and improvement planning, the setting could enhance its overall effectiveness and better support children's learning and development. Progress on recommendations from the previous inspection had been satisfactory.

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## Links with parents and the community

Links with parents and the community were judged to be good. There was effective communication between early childhood staff and parents, with regular and reliable two-way exchanges fostering a collaborative relationship. An open-door policy provided parents with easy access to information, promoting transparency and trust. Parents expressed appreciation for the recent implementation of the new assessment app, Tapestry, which offered daily updates on their child's progress. To further strengthen partnerships with parents, it was essential to enhance the clarity and detail of progress reports, ensuring they provided a comprehensive overview of each child's development over time. Establishing stronger connections with other settings would encourage the exchange of best practices and support continuous improvement. Children benefited from regular participation in local events and community celebrations, enriching their learning experiences and fostering a sense of belonging. The setting had hosted a Culture Day, where guests shared food and artifacts from diverse cultures. Additionally, themed field trips and visits from community members were organised to extend learning beyond the classroom. These initiatives deepened children's understanding of the world around them while strengthening connections between the setting, families and the wider community.

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## Staffing and the learning environment

Staffing and the learning environment was judged to be satisfactory. All early childhood staff consistently demonstrated a strong commitment to their roles, showing dedication and enthusiasm in fostering a positive learning environment. With the unplanned departure of the previous Principal some six months earlier, other staff had moved into distributed leadership roles and taken on additional responsibilities to support the good order of the setting. While all staff were dedicated and hardworking, most required further training and experience in order to fully execute their leadership roles. The centre still needed to hire a licensed teacher. Staff were deployed appropriately across the centre and carried out their respective roles satisfactorily. The learning centres were carefully designed to promote active, hands-on learning, providing children with engaging opportunities to explore and develop key skills. The centre was well resourced, with a wide variety of materials and equipment that supported diverse learning styles. To further enhance the learning experience, leaders should now implement a more robust system of teacher observations to hold staff accountable for the more effective use of resources. This process will help ensure that resources are utilised optimally and are aligned with teaching, learning, assessment and the progression of skills.

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### Areas for development

- Recruit a licensed teacher to meet requirements from the Ministry of Education and Education Council.
- Establish an Advisory Body.
- Revise the self-evaluation and school improvement plan to ensure these documents are accurate and beneficial to the development of the setting.
- Further development of leaders' skills and the tools they use.
- Establish stronger links with other early childhood centres to share best practice.

# Summary of Parent and Staff Survey Results

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

Parents	21	Staff	9
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### Parents

Most parents agreed that their child made good progress in overall learning and development, including managing emotional responses and met age-appropriate developmental benchmarks. Most parents stated that their child had an age-appropriate understanding of culture, religion, and the environment. Almost all parents confirmed that teachers and adults effectively catered to their child's care and developmental needs and that their child enjoyed attending the early childhood setting and engaged in a wide range of age-appropriate play opportunities each day. Almost all parents felt that their child was safe and well cared for in the setting. All parents agreed that the early childhood setting helped their child lead a healthy lifestyle. A majority of parents noted that the setting provided good support to children with additional learning support needs and special educational needs, with 35% reporting that they could not answer this question. Almost all parents confirmed that there was effective support for both them and their child during times of transition and that their child enjoyed positive relationships with adults at the setting. Most parents acknowledged that staff and leaders sought their views to evaluate the setting's work and develop improvement plans. Most parents also agreed that the setting had effective systems for parental involvement and collaboration. All parents recognised that the setting had strong connections with the wider community. Almost all parents confirmed that staff were appropriately qualified and skilled and that good-quality resources and facilities supported their child's learning. Almost all parents expressed satisfaction with the quality of education provided at the early childhood setting. Parents who left comments were highly positive about the centre.

### Staff

All staff agreed that the early childhood setting helped children choose a healthy lifestyle and develop an understanding of how to keep themselves safe. All staff also confirmed that the environment was safe and caring for all members of the community. All staff recognised that children made good progress in their learning and development across all domains, achieving age-appropriate benchmarks. All staff agreed that children demonstrated positive behaviour and effectively managed their emotions in age-appropriate ways. Most staff observed that children had an understanding and appreciation of culture, religion and the environment. All staff affirmed that the setting promoted a positive learning environment, balancing adult-directed and play-based, child-initiated experiences. Most staff stated that children were independent learners, making choices and purposeful decisions about their learning. All staff confirmed that good assessment systems were in place, using evidence-based observational approaches. Most staff agreed that transition arrangements effectively supported children as they moved into, across and beyond the setting. All staff acknowledged that leadership was effective, positively impacting children's achievements while creating an inclusive environment. All staff agreed that communication with parents was reliable and regular and parents were effectively involved in the setting. All staff noted that the setting had strong connections with the wider community, enhancing children's learning. All staff confirmed that there were adequate, appropriately qualified, and skilled teachers, as well as high-quality resources to support learning. All staff concluded that this early childhood setting provided a good quality of education.

## 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	Carol Bennett	Office of Education Standards
Team Inspector	Nadesha Nyathi	Cayman Associate Inspector



Office of  
Education  
Standards



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

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CAYMAN ISLANDS GOVERNMENT



# Office of Education Standards

Cayman Islands Government

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