



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

FEBRUARY 2025



**Richard Arch**  
CHILDREN'S CENTRE

**NCVO**

Miss Nadine's Preschool  
Jack & Jill Nursery  
Nadine Andrew  
Residential Estate Home  
CARING COUSINS  
LITTLE FRIENDS PLAYGROUP  
John R. Gray Memorial Grant  
NEW TO YOU Bargain Shop

**90A**

AED

**NCVO MISS NADINE'S PRESCHOOL & JACK & JILL NURSERY**

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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	NCVO Miss Nadine's Preschool & Jack & Jill Nursery
	Address	90A Anthony Drive, George Town, Grand Cayman
	Telephone number	345 945 1078
	Website	ncvo.org.ky
	Name of principal/manager	Mrs. Delores Thompson
	Name of owner	National Council of Voluntary Organisations (NCVO)
	Date of this inspection	February 5-6, 2025
	Date of last inspection	November 1-2, 2022
Children		
	Number of children on roll	61
	Age range of the children	13 months to 64 months
	Groups	Nursery, 2 year olds, 3 year olds, 3+ year olds, 4 year olds
	Number of Caymanian children	44
	Number of children with additional learning support needs	10
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Toddle & Cayman Islands Early Childhood Curriculum Framework
	External tests and assessments	NA
	Accreditation	NA
Staff		
	Number of licensed teachers	2
	Number of other staff	9
	Teacher-child ratio	4 :11 (Nursery), 3:14 (2yr olds), 2: 12 (3 yr olds), 2:14 (3+ year olds) 2:10 (4 year olds)

# Context

Miss Nadine's Preschool and Jack and Jill Nursery is managed by the National Children's Voluntary Organization (NCVO) which is a registered non-profit charity and one of the Cayman Islands' long-standing charities. NCVO is dedicated to the care, education and well-being of children and families in need of support in the Cayman Islands. The Miss Nadine's Preschool and Jack and Jill Nursery primarily serves low income families who must meet income threshold requirements in order for their children to access the services. The mission of the early years setting is to provide high quality care while maintaining a supportive and nurturing community for children, parents, and staff. The setting strives to provide an environment that is stimulating for young children while giving them a place to discover that learning is fun. Miss Nadine's Pre-School and Jack & Jill Nursery is located at 90A, Anthony Drive, George Town, Grand Cayman. The pre-school has been at the current location since 1992 and prior to that operated as satellite centres in various communities. The management structure comprises a Board of Directors, Preschool Director and Deputy Preschool Director.

The nursery caters to children four months to two years, and the pre-school caters to children two years to four plus years. There are four classes in the pre-school, organised as follows:

- Silver Thatch: 2 years of age;
- Cayman Sunflower: 2 to three years;
- Stingray: 3 to four plus years;
- Blue Iguana: 4 years or more.

## Overall Judgement History

Cycle 1 Inspection	June 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	Good	N/A
	1.2 Progress	N/A	Good	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	Good	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	Good	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	Good	↑
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

- Leaders and staff prioritised children's safety and well-being, providing nurturing and responsive care.
- Leaders fostered an inclusive environment and demonstrated a strong commitment to children's care and development. Children's emotional growth emerged as a key strength.
- The Board was actively engaged in the setting's work, and effective governance arrangements contributed to improvements in various aspects of its provision.

## Recommendations

1. Further improve assessment practices by:
  - Devising a coherent and coordinated system to record and track children's progress and achievement in the four learning domains;
  - supporting children to actively discuss, evaluate and celebrate their learning in developmentally appropriate ways so they develop deeper understanding of their progress.
2. Enhance self-evaluation and school improvement processes by using clear evaluative language and by ensuring improvement priorities align to clear measurable outcomes.



# 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 satisfactory. Observations revealed age-appropriate achievements in literacy, science, and technology. Most children exhibited emerging literacy skills, facilitated by ready access to books, and demonstrated satisfactory understanding of symbols, pictures, print, and numbers, as seen in identifying their names on cubbies and the floor when lining up. Children were developing observation and investigative skills through activities like a melting ice experiment, predicting that water would melt the ice, with some associating melting with warm water or heat. In another activity, most of the older children could discuss the objects they had ‘rescued’ from the ice. For example, a child engaged in one to one correspondence as she counted the ten stars in her container. Most could count to ten and identify basic shapes and numbers, though part-whole concepts were still emerging for the older children. Children regularly engaged in imaginative play such as baking which included mixing sand and water to achieve the desired cake consistency. However, there were insufficient opportunities for children to explore time and measurement.

Children’s progress in the Cognitive domain was satisfactory. Most children used various media and tools for self-expression, such as beating rhythms on a music wall during outdoor play and creating art projects like turtles and rockets with paintbrushes and natural materials. Most could count objects, match numerals to quantities, and sort items by color, shape, and size, though they lacked confidence in measurement and time due to limited exposure. Progress in drawing ranged from dots and random lines for younger children to completing loops and lines for older ones. Older children were beginning to form letters and write simple words.

## Areas for development

- Incorporate ample wait time during investigative activities to allow children to process information and formulate thoughtful responses, there by encouraging language development, critical thinking and overall comprehension.
- Enhance children’s understanding of measurement and time concepts by regularly integrating these concepts into daily routines to build confidence in these areas.

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

### Social Emotional development

Children’s attainment in Social-emotional development was judged as good. Almost all children followed classroom rules, respected others' personal space, and managed personal needs independently. They interacted well with community members, evident in imaginative play such as role-playing doctors and firefighters. Children transitioned smoothly between activities, moving indoors and outdoors seamlessly. Most used calming corners, sought support when needed, and responded positively to feedback and correction. Children’s sense of self was good and most were developing age appropriate understanding of their rights and responsibilities. The setting’s positive, caring ethos with well-ordered and secure routines met the learning, social and emotional needs of children. Consequently, almost all children showed a growing capacity for self-regulation, managing emotions, and accepting guidance.

Progress in social-emotional development was judged as good. Almost all children demonstrated age-appropriate skills in managing personal needs, such as washing hands, feeding themselves, and putting on paint smocks. All washed hands before meals and after using the restroom. Most children fed themselves without spills, and even toddlers could independently pick up snacks such as crackers and fruits. Older children could dress themselves independently. Nearly all children were beginning to recognise unacceptable behavior and respond appropriately; toddlers turned away from rough play, and older children used words like "stop" when rules were broken. Children with learning support plans made good progress in self-regulation, with one child independently identifying belongings and another demonstrated improved focus and participation, remaining engaged for a sustained period during an art activity.

### Areas for development

- Further promote children’s emotional development by structuring regular opportunities for children to practice mindfulness and problem-solving techniques.

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

## Communication and Language development

Children’s achievement in the Communication and Language domain was satisfactory. The Centre’s data and developmental records showed that most children attained at expected levels in this domain. Most of the older children expressed themselves confidently, using an appropriate range of vocabulary, and could recognise their names in print. They engaged in mark-making activities outdoors, with older children demonstrating a good pincer grip while tracing letters. Toddlers vocalised and maintained eye contact, showing early communication skills. Almost all children enthusiastically participated in nursery rhymes, joining in rhymes such as Humpty Dumpty and Baa Baa Black Sheep. However, a minority of the younger children required additional support to develop a rich and varied vocabulary. In older groups, vocabulary extension was intentionally planned. For example, older children used descriptive words when discussing the night sky during a simulation activity. Nonetheless, not all staff consistently promoted children’s emergent language skills through skillful questioning and meaningful conversations.

Children progress in the Communication and Language domain was satisfactory. Across the Centre, all children actively engaged in storytelling in both whole-group and small-group settings. Their progress in the Communication and Language domain was satisfactory, with almost all children developing good book-handling skills through regular interactions with books. Older children also showed satisfactory progress in pronouncing consonant blends. Majority of the older children were learning to write letters with appropriate formation and spacing. Most of the younger children were developing early writing skills as they scribbled and drew using crayons and chalk. Almost all children progressed well in their ability to listen attentively and responded appropriately as they listened to stories or participated in games. Toddlers for example, participated in activities that required them to move in timing to the tempo of the music.

### Areas for development

- Further promote young children’s language acquisition skills by providing them with extensive opportunities to practise new words in a variety of contexts

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

## Physical development

Children’s achievement in the Physical domain was judged as good. Almost all children were developing age-appropriate fine and gross motor skills and gained increasing control over their bodies. During outdoor play, almost all displayed confidence and dexterity and were able to run, jump, climb, and ride tricycles. Children developed fine motor skills and hand eye co-ordination through playdough modelling and tearing and pasting activities. For example, a group of children used cotton wool and glue to create sheep on construction paper. There were, however, limited opportunities for children to engage in targeted integrated skill development through games and structured play outdoors. All children demonstrated age-appropriate understanding of making safe and healthy choices. For example, children regularly washed their hands and took responsibility for their personal hygiene. Older children folded their sleeping mats after napping. All children had frequent opportunities to exercise both inside and outside classrooms. For example, children moved in time to the music during devotion time and engaged in a variety of stretches during circle time.

Children’s progress in the Physical domain was good. Children progressed well in their understanding of spatial awareness by completing picture puzzles, stacking shapes and fitting Lego pieces together. Most of the older children demonstrated dexterity as they painted rocket ships using controlled movements and long and short paint brush strokes. Similarly, younger children demonstrated good hand eye coordination as they tore cotton and glued them to construction paper. Toddlers and infants were able to move around the indoor and outdoor space and used the space well to extend their range of movements. Toddlers demonstrated growing confidence in their hand and eye co-ordination as they manipulated flashlights to shine light on the stars in night sky display in the room.

## Areas for development

- Structure regular opportunities for children to engage in integrated skill development through games and structured play both indoor and outdoor.

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

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### Social emotional learning

Children’s social-emotional learning was judged good. Almost all children were happy, well-adjusted, and demonstrated positive behavior and conduct throughout the day. They understood rules and expectations and followed them appropriately for their age. Most children showed empathy, care, and concern for others. This was evident in a class where children understood the additional learning needs of a peer and remained patient and accepting when he acted out or was triggered. Nearly all children effectively managed their feelings and behaviour, identifying basic emotions and explaining what caused them. Calming corners were widely used for self-regulation. For example, one child who was feeling upset, when prompted went to the calming corner, leaned against the wall to release his emotions, and quickly settled back into circle time. While calming corners were effective, incorporating a wider range of coping strategies would further strengthen children’s ability to self-regulate. Most children had strong, healthy bonds with caregivers and teachers. In the nursery, toddlers smiled, hugged adults, and sought comfort when needed. They also engaged comfortably with adults through greetings and questions. Peer interactions were positive, with almost all children sitting calmly in circle time, waiting their turn, sharing toys, and progressing from parallel play to small group interactions.

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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 good. Almost all children showed an age-appropriate understanding of Caymanian culture, with displays of Cayman's national symbols, fauna, and flora present in the learning environment. On Cayman Day, children participated in hands-on activities, such as washing clothes on a washboard, observing a catboat, and racing soldier crabs. Older children sang the national song during circle time, and stood with their hands at their sides. The setting also celebrated other cultures and as a consequence, children were developing cultural understanding and appreciation of different cultures. For example, children learned about Chinese New Year and Ukraine's national flower. Children's awareness of religion was promoted through prayers and daily devotions. Although the center engaged in recycling, reusing, and planting in grow boxes, there was scope for including activities to promote sustainable resource use, conservation, and preservation practices to enhance the children's understanding and foster respect for conservation.

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### Areas for development

- Embed opportunities for children to develop age appropriate understanding of environmental conservation.



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

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## Teaching

Teaching was judged as satisfactory. Staff set clear expectations for learning and firmly reinforced behavioural expectations. As a result, almost all children focused on tasks appropriately. While staff planned detailed activities, they did not consistently meet the needs of all children, particularly the more able. Teachers used open-ended questions but sometimes missed opportunities to extend and deepen children’s learning. Visual schedules in all rooms supported the establishment of routines and sensory bins were utilised to promote children’s tactile and visual exploration. Planned activities for all groups of children did not include regular use of tools such as scissors, zippers, and measuring cups. Staff possessed adequate knowledge of how young children learn but did not always integrate learning across all domains. There was also an imbalance between adult-directed and child-initiated activities, with the latter sometimes being overly teacher-directed, limiting opportunities for free choice, problem-solving, and critical thinking. Indoor and outdoor environments were well-resourced but not always optimised to extend learning. Relationships between staff and children were nurturing, characterised by warmth and respect

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## Learning

Children's learning was judged to be satisfactory. Most of the lessons and activities observed over the inspection period were satisfactory, and in a minority of lessons, judged to be good. Most of the children were enthusiastic and well-motivated learners who were happy to arrive at the Centre each day. Children engaged in a wide range of developmentally appropriate activities including painting and using hammers to break ice and retrieve hidden objects, exploring glow-in-the-dark creatures with flashlights, and painting cardboard rockets. Toddlers demonstrated resilience in completing tasks while supported by an adult. For example, a majority ably manipulated flashlights turning them on and off as they looked for stars in the night sky display and around the room. Toddlers also interacted with age-appropriate toys that produced sounds or emitted light when manipulated by pulling levers or pressing buttons, developing age appropriate understanding of how things worked.

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## Observation, assessment and planning

Assessment was judged satisfactory. There were systems and procedures in place to track children's progress, with improved data collection through pictures, anecdotal records, checklists, and teacher reflections. However, the centre had recently adopted a new online tool and had not yet streamlined data collection into the four developmental domains. Evidence was linked to the Cayman Islands Early Years Curriculum Framework and integrated into the online assessment tool, though its full potential had yet to be realised. Teachers had begun analysing baseline data to guide planning and interventions, but alignment with the Early Years First Steps to Success framework was not fully in place. Anecdotal records were often less evaluative than online data, reducing coherence in tracking progress. The online tool also provided parents with live updates on their child's development. Encouraging children to discuss and assess their learning was not a strong practice, though effective when applied. For instance, when two toddlers argued over a tricycle and teacher helped them resolve the issue. They agreed to take turns counting to ten while riding, with one child stopping at six and willingly handing over the tricycle.

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### Areas for development

- Provide a more balanced mix of teacher-directed and child-initiated activities that will allow children to make choices in their learning, fostering autonomy and critical thinking.
- Revise the report card format to create a more concise and clear structure that aligns with the framework's four developmental domains.
- Encourage children to discuss, assess and celebrate their learning in an age-appropriate manner, fostering self-reflection and an understanding of their own progress.

**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 satisfactory. The Centre used the recently introduced Toddle Curriculum alongside the Cayman Islands Early Childhood Curriculum Framework and staff planned the curriculum using a thematic approach. The themes made learning more relevant and meaningful for the children. Plans reflected appropriate sequencing of activities for the different age groups to promote children’s skills and development. Planned activities were sequenced appropriately to promote continuity and progression in children’s learning. There were also regular planned opportunities for the children to learn from and within the community. These included visits to the community library as well as planned visits to the Heritage House, the airport and a local farm which effectively supported children’s understanding of the world around them. Social emotional learning was becoming embedded in the curriculum; as a consequence, most children were demonstrating appropriate regulation and coping skills. However, there was little evidence of curriculum modification to incorporate appropriate environmental awareness activities to promote age appropriate understanding of environmental understanding and sustainability.

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**Areas for development**

3. Modify the curriculum to incorporate regular activities that promote children’s age appropriate understanding of environmental conservation

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 arrangements were judged as good. The setting had implemented policies and procedures to ensure children's safety, including active supervision and appropriate adult-to-child ratios. Also, a security camera system was in use. All staff have completed the required child protection training. Record-keeping was sufficiently detailed and organised, allowing the center to stay current with training and regulatory requirements. Thorough and regular checks were conducted and addressed promptly to maintain safe and secure premises. Risk assessments were performed for planned activities, both within and outside the center, to mitigate potential risks. These included events like Cayman Day, trips to the Turtle Farm and Farmer's Market, as well as visits from community helpers such as police officers and firefighters. Children were encouraged to eat healthily, which was consistently practiced in the foods offered at snack and lunch times. This knowledge was transferred to the home environment, where a parent shared that a child had expressed concerns when given an unhealthy snack at home. However, there is no age-appropriate personal safety programme in place to help children identify safe touch and inappropriate adult behaviors. Staff provided uninterrupted care, especially in the infant class, promoting a sense of security and familiarity for almost all children. Home routines were gradually transitioned into the center's routines as appropriate.

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## Support and guidance

Support and guidance were judged good. The centre had effective systems to assess, identify, and support children with additional learning needs. The Special Education Needs Coordinator (SENCO) used the provision map from the Cayman Islands Code of Practice and the centre's policy to identify children's needs promptly. Collaboration between parents, staff, and external service providers was strong, with specialists working closely with teachers. One parent praised the SENCO for noticing an unusual behaviour in her child, which was later linked to grief following a family member's death. This was quickly addressed, helping the child manage emotions and succeed in the classroom. Teachers implemented co-regulation strategies, including calming corners, visual cues, stories, songs, and modelling to support children's emotional development. For instance, a highly active child was directed to a push wall, which helped him settle. Learning Support Plans (LSPs) contained clear goals and strategies, and the SENCO's monitoring ensured consistent support, leading to children's progress in key early learning goals. Nearly all children receiving support made significant progress, as confirmed by parent feedback. Transitions within the centre were effective, with a designated day for children to visit their next class, familiarising them with the environment and teacher. Transitions to the next phase of learning required improvement.

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## Areas for development

4. Improve transition arrangements to support older children moving on to the next phase of their learning.

Performance Standard 6 Leading and managing in partnership with parents and the community	
Quality Indicator	Inspection Judgement
6.1 Leadership	Good
6.2 Self-evaluation and improvement planning	Satisfactory
6.3 Links with parents and the community	Good
6.4 Staffing and the learning environment	Satisfactory

### Leadership

Leadership was judged as good. Leaders promoted an inclusive approach and this was highly valued by parents. Leaders also demonstrated commitment to improving staff pedagogy and practice and professional development was tailored to identified needs. Robust performance management systems were in place and ensured staff were held accountable for the quality of teaching and learning. There was also a clear focus upon staff wellbeing. For example, staff appreciated the staggered work shift system and after six months of continuous service, all staff had access to a generous leave facility. There was an effective distributed leadership structure in place and all staff had clear understanding of their roles and responsibilities. The recent appointment of a Special Education Needs Coordinator (SENCO) was already beginning to positively impact children's social emotional learning. The Early Intervention Programme Coordinator had high commendation for the leadership team and staff for their work supporting children to develop self-regulation and planning appropriate activities for children with developmental challenges. The Board of Governors was actively involved in the work of the centre and provided strategic monitoring and oversight. The board members' knowledge of statutory and regulatory requirements was evolving. The Board was proactive in the identification of resources to improve the work of the centre



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## Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged satisfactory. There were appropriate systems and procedures in place to monitor the work of the setting. Leaders conducted regular lesson observations and informal walkthroughs; however, there was the need to revise lesson observation tools to make them more targeted and closely aligned to the requirements of the Office of Education Standards early years inspection framework. Teachers had improved their skills in teaching literacy as a result of participating in the LIFE Thrive by Five program. Development plans were in place and self-evaluation processes were collaborative as staff and parents were involved in identifying and setting priorities for improvement. The self-evaluation and school improvement plans used mostly descriptive language and required more impact focused language. Additionally, priorities needed to be aligned to clear and measurable success criteria. The setting had made satisfactory progress in addressing the recommendations from the previous inspection.

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## Links with parents and the community

Links with parents and the community were judged as good. The setting had effective methods in place for regular communication with parents about children's learning and development. An electronic assessment software was used to provide parents with regular updates. The setting was in the process of transitioning to the Toddle system, which would further enhance communication between home and the setting. Parents and staff also had interactions at arrival and pick-up times and there were regular reporting sessions throughout the year. The setting had also established beneficial links with agencies and groups in the community. For example, Rotary Club of Grand Cayman had donated a Music Wall which provided an immense amount of fun and joy for the children. Cayman Theraplay supported the redesign of the outdoor space, creating a diverse range of multisensory play experiences for the children. Maples sponsored the nursery's floor refurbishment, while the Family Resource Centre facilitated regular workshops for parents on key topics. Additionally, the nearby Baptist Church had organised a special Christmas treat for the children. There was scope to establish stronger partnerships with other early childhood settings to strengthen aspects of teaching and assessment practices. Parental involvement in the work of the centre was growing, but there was the need to establish a PTA. There were regular planned opportunities for children to learn from and about the community. These included visitors to the centre as well as trips to places such as the Turtle Farm, Royal Botanic Park, Cayman Parrot Sanctuary and the Cayman Islands National Museum.

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## Staffing and the learning environment

Staffing and the Learning Environment were judged as satisfactory. Staff were qualified for their roles and two teachers with degrees in early childhood education were recently employed. Leaders ensured a clear focus upon recruiting staff with a close alignment with the Centre's vision and mission. All staff were suitably deployed and carried out their responsibilities effectively. Staff demonstrated commitment to the care and wellbeing of the children. The recruitment of a Special Educational Needs Coordinator (SENCO) had a positive impact on the care and support for children with special education and additional learning needs. Staff:child ratios were appropriate and there was wide range of developmentally appropriate resources to promote children' learning and development in the early learning goals. The recent improvements to the outdoor learning environment was having a notable impact on children's learning particularly in aspects of their fine and gross motor development and sensory exploration. However, staff were not yet fully utilising the potential of the outdoor environment to maximise learning opportunities for children in all the learning domains.

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## Areas for development

5. Enhance self-evaluation and school improvement processes by using clear evaluative language and by ensuring improvement priorities align to clear measurable outcomes.

# 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	35	Staff	16
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## Parents

Thirty-five parents participated in the OES online survey, with a majority indicating that their child had been attending the preschool and nursery for a year or more. All respondents expressed satisfaction with the preschool’s provision. Almost all parents felt the setting had good quality resources and facilities to support their child’s learning and that their child was safe and cared for at the early childhood setting. Likewise, almost all parents indicated that they received regular, accurate and sufficiently detailed reports about their child's progress and achievement which include ways they can support at home and their child’s next steps. Almost all parents agreed that the setting has appropriately qualified and suitably skilled staff. All agreed that they benefitted from regular and reliable two-way communication with the early childhood setting and that staff and leaders sought their views and opinions to evaluate the setting’s work and to develop improvement plans. Almost all agreed that leaders of the early childhood setting positively impacted their child's achievements and created an inclusive environment. Most parents also believed that the setting provided appropriate support for children with additional learning and special educational needs and that their child had an age-appropriate understanding and appreciation of culture, religion. All parents felt that the setting helped their child to lead a healthy lifestyle.

## Staff

Sixteen staff responded to the OES online survey before the inspection. All agreed that the setting provided a high standard of education. Almost all believed that children made good progress in their learning and development, achieved age-appropriate developmental benchmarks, and were independent learners. The majority felt that children demonstrated positive behavior and managed their emotions appropriately. Similarly, the majority agreed that children had an age-appropriate understanding and appreciation of culture, religion, and the environment. All staff confirmed that the setting maintained a safe and caring environment, promoted healthy lifestyle choices, and had effective transition arrangements. They also unanimously reported being knowledgeable about child protection procedures. Almost all felt the setting fostered a positive learning environment with a well-balanced mix of structured teaching and child-led activities. They also agreed that assessment systems were effective, children with additional learning needs received good support, and parents were actively involved in the setting’s work. Nearly all staff believed leaders contributed positively to children’s achievements, created an inclusive environment, and effectively supported professional development. Most agreed that leadership was considerate of staff well-being, and that the advisory body was knowledgeable and actively involved in planning and guiding actions. All staff reported strong relationships between adults and children, well-established connections with the wider community, and reliable communication with parents. They also agreed that the setting had high-quality resources, appropriately skilled staff, and a supportive learning environment that met the needs of all children.

## 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:

<b>Term</b>	<b>Definition</b>	<b>Numerical Value</b>
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	Marsha Seerattan	Office of Education Standards



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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