



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

FEBRUARY 2025



SISTER JANICE EARLY LEARNING CENTRE

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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.

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	Sister Janice Early Learning Centre
	Address	41 Desmond Drive Crewe Road
	Telephone number	(345) 949-2524/ (345) 949-7865
	Website	None
	Name of principal/manager	Ms. Carol Watson
	Name of owner	Mr. Collin E. Rankine
	Date of this inspection	February 24 – 25, 2025
	Date of last inspection	January 24 – 25, 2023
Children		
	Number of children on roll	61
	Age range of the children	1 Year Old to 5 Years Old
	Groups	6
	Number of Caymanian children	32
	Number of children with additional learning support needs	11
	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	2
	Number of other staff	11
	Teacher-child ratio	1:5

Context

Sister Janice’s Preschool is located in George Town, Grand Cayman. The early childhood centre is situated in a repurposed older home with a large area for outdoor play. The centre has been in operation for over 25 years, with Mr. Collin E. Rankine assuming ownership when his late sister passed. The Principal is a long-term employee of the centre, but had some time away from the centre in more recent years. There is a distributed leadership model in place which includes a centre manager who has also served in this capacity for an extended period of time and a Special Education Needs Coordinator who recently joined the staff.

The motto of Sister Janice’s Preschool is, “We’re prepared to teach and teach to prepare”.

Overall Judgement History

Cycle 1 Inspection	January 2020	Satisfactory
Cycle 2 Inspection	March 2023	Satisfactory
Cycle 3 Inspection	February 2025	Weak

Next Steps

The Centre is weak and required a Notice of Concern to be raised with the Education Council. It will receive a Follow-Through inspection within 6 months.

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	Weak	N/A
	1.2 Progress	N/A	Weak	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	Weak	N/A
2.2 Understanding of and appreciation for culture, religion and the environment		N/A	Weak	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		Weak	Weak	→

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	Weak	↓
5.2 Support and guidance	Satisfactory	Satisfactory	→

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

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

What the Setting Does Well

- Relationships between adults and children were warm and nurturing and this supported children to develop confidence and secure attachments.
- The outdoor provision catered to all domains and supported children's progress.
- Children's achievement and progress in the Physical development domain were judged as good.

Recommendations

- (1) Maintain strict adherence to all health and safety requirements, including vigilant supervision of children at all times, to ensure a safe and secure learning environment.
- (2) Ensure effective leadership which places an appropriate focus upon children's achievements by:
 - Holding staff accountable for high standards of teaching and learning through effective systems of performance management.
 - Developing effective systems and procedures for self-evaluation and improvement planning.
 - Enhancing record keeping to improve safety and promote best practice.
 - Establishing an active and effective advisory board.
- (3) Ensure progress monitoring, including tracking progress against Learning Support Plan targets, is valid, reliable and accurate and that data is used effectively to support children's learning.

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. From observations over the course of the inspection most children demonstrated levels of learning outcomes which corresponded to their age and developmental stage. Strengths were identified in health and technological domains as children had regular opportunities to develop skills and understanding in these areas. Children in the infant class, Group 2A were learning about colours, shapes, weather and numbers, where a few could identify numbers and shapes. Toddlers were developing book handling skills as they were exposed to a variety of books in classroom libraries. Additionally, children in the four-year-old class, Group 4, were developing phonemic awareness through the ‘Jolly Phonics’ programme. However, most children were unable to retell stories or sequence events in stories read to them. Most children could recognise and communicate their bodily needs and showed growing independence in washing hands, using the bathroom and feeding themselves. Also, children were developing spatial understanding as they explored how to fit objects into defined shapes through a variety of puzzles and through filling containers with water or rice. Most children were engaged in a suitable range of activities both indoors and outdoors that allowed them to expressively use paint brushes and paint, playdough, rolling pins, construction tools, costumes and musical instruments.

Children’s progress in the cognitive domain was judged as satisfactory. Most children made satisfactory progress in their literacy, mathematical, technological and health understanding. Children in the Group 2A experimented with paint and colours. Toddlers used brushes to mix colours to create a watercolour fusion on a heart shape, and the older children employed more controlled movements with brushes to paint vertically, horizontally and in circles on Styrofoam blocks and recycled paper towel holders. Children made satisfactory progress in their spatial development. Infants could explore their environment through movement and basic object manipulation, toddlers could stack and build blocks and older children could create designs with blocks and other materials. However, other areas of mathematics like measurement, comparisons of height, volume and weight were less developed. Children were learning to recite the alphabet and identify letters in the infant and toddler classes while the older children were learning to sound out letters and diagraphs.

Areas for development

- Provide children with opportunities to engage in scientific enquiry through a variety of experiments that develop their ability to make predictions, use their senses to observe similarities or differences, record, organise and interpret outcomes as is age appropriate.
- Extend opportunities to strengthen children’s number skills across all classes, and for them to use mathematical vocabulary, explore measurement, comparisons and sequencing.

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

Social Emotional development

Children’s attainment in the social emotional domain was judged as weak. Most children at the early childhood setting were developing independence. Even the youngest children were feeding themselves, although, too often, adults did this task for children unnecessarily. In Group 2B2, children put their shoes on with little assistance before going outdoors to play. However, children were not displaying an awareness of how their actions impacted the world and were not demonstrating understanding of the limits and boundaries of acceptable behaviour. A significant minority of children sometimes displayed aggression in interactions with their peers and were unable to share and turn take at age appropriate expectations. Although children used instruments made from re-purposed plastic bottles, they were not developing the skills to act responsibly to preserve their natural world. Even the youngest children participated in devotions, prayer and reciting memory verses. However, children were not regularly exposed to world religions to ensure they had an awareness and respect for these. Children were developing a tolerance for a variety of movements as they swung, ran, jumped and slid. However, they were not yet interpreting information received through multiple senses while engaging with their environment at age appropriate levels.

Children’s progress in the social emotional domain was judged as weak. While in the outdoor learning environment, children showed better progress towards managing their behaviour and playing harmoniously with others. The theme during the inspection was “Community Helpers” and progressed well in their awareness of important helpers as they participated in activities to learn about their various roles. Children made weak progress in developing an understanding and appreciation of culture, religion and environment. Older children in Group 4 sang the National Song, but no other groups were exposed to this song. Children participated in an annual cultural fair and handled artefacts arranged in the outdoor Caymanian Hut during the inspection. Regular and interesting activities were not built into the curriculum for children to develop a deep understanding and appreciation of world religions and culture, including Caymanian culture, consequently, children’s progress in this area was not at age appropriate levels. While children tolerated sensory activities such as sliding, swinging, playdough and sand and water play, they were not yet making satisfactory progress in developing self-regulation or increasing descriptive vocabulary through the use of their senses.

Areas for development

- Ensure children have further opportunities to develop cultural, religious and environmental awareness and respect.
- Ensure consistently high-quality teaching across the setting which will support children’s social emotional development.

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

Communication and Language development

Children’s attainment in the communication and language domain was judged as satisfactory. Most children were developing the skills of conversation in a variety of contexts such as when they played outdoors with their peers, talked with their teachers or interacted with new adults to their setting. Most children were able to express themselves fluently at age expected levels. Children used pencils, chalk, paint and crayons for mark making. Most children responded appropriately to questions asked directly to them, although they had more difficulty demonstrating behaviours that indicated active listening or participating successfully in listening activities. Infants in Group 2A danced around the room in self-expression to songs their teachers sang and children in Group 2B2 played instruments with rhythm during devotion. Children interacted with books and demonstrated age appropriate book handling skills. Children in Group 4 followed the Jolly Phonics programme, but there was a need to better support all children to develop phonological awareness skills.

Children’s progress in the communication and language domain was judged as satisfactory. Infants in Group 2A were able to understand directions and participate in conversations using one to two-word utterances. Children in 3B role played an emergency rescue where they told an elaborate story to accompany their actions. Children scribbled circles with chalk and older children used the tripod grasp to hold a paintbrush and a pencil. Children in Group 4 confidently identified sounds through the Jolly Phonics programme as they developed skills to learn to read. Across the early childhood setting, children required more structured opportunities to develop active listening.

Areas for development

- Provide opportunities for children to develop skills of active listening and creative expression.
- Provide structured phonological awareness activities for all children.
- Create rich activities and conversation to support children to expand their vocabulary.

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 attained age-related expectations in physical development. Almost all children were developing fine and gross motor skills through a variety of opportunities provided both indoors and outdoors. Children’s finger strength and control, hand-eye coordination, pincer, tripod and palmer grasp were evident when infants were picking up objects like balls and small play toys, toddlers were stacking blocks and Legos and fitting objects into spaces. This was further evident across the centre as children drew lines and painted on paper and objects. Older children cut pieces of paper with scissors and tore paper to make collages. Almost all children were successfully developing leg, upper body, lower body and core strength, balance and coordination as they kicked and threw balls, climbed play structures, ran, jumped, hopped, rode on wheeled toys and balanced on ladders and climbers. Children’s participation in the ‘Under the Sea’ demonstrated their developing ability to grip and tilt containers to pour out water and maintain their balance while bending or leaning to pour. There was still room for improvement to support children to move safely both indoors and outdoors without falling or bumping into their peers.

Children’s progress in physical development was judged as good. Children progressed from walking clumsily in infants to toddlers navigating crawling under and over objects to older children running, climbing play structures and kicking balls. Progress in hand-eye coordination, finger strength and dexterity was evident in the way infants dropped a ball to observe where it landed and how it bounced. Toddlers demonstrated improvement by aligning and visually stacking blocks to prevent them from falling, while older children showed advanced coordination through correct writing and colouring within lines. Bilateral coordination progressed well as infants clapped during songs sung at circle time and toddlers used one hand to hold down paper while the other applied paint in dots across a heart shape. Additionally, older children held scissors with one hand while the other held the paper and they demonstrated further coordination by gluing and making collages.

Areas for development

- Encourage children to create and participate in organised games and obstacle courses that build controlled movement and gradually introduce complexity.
- Introduce children to a variety of strategies to develop awareness of rules for safe movement in different environments.

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

Social emotional learning

Social emotional learning was judged as weak. A significant minority of children were not yet able to display acceptable behaviour, leading to a frequently disruptive and, at times, aggressive environment. Rules and expectations were not well established which meant children were often unsure of expectations, creating uncertainty and leaving them lacking in their ability to understand that their behaviour had consequences. As staff did not utilise effective strategies and create opportunities for children to explore emotions, a significant minority of children were not yet identifying their own emotions nor understanding how to manage them. Most children did, however, show that they were developing confidence and secure attachments to adults caring for them. The youngest children in Group 2A sought comfort from their caregivers when they were not feeling well and relished in praise given for achievements. Across the setting, children were eager to approach adults, including new adults to the centre, to introduce themselves and seek information from the adult. However, a significant minority of children lacked the appropriate skills to interact with their peers respectfully. While there were some instances of children being able to play harmoniously with each other, especially in the outdoor learning environment, a significant minority of children did not demonstrate age appropriate skills with sharing, turn taking and collaboration.

Understanding of and appreciation for culture, religion and the environment

Understanding of and appreciation for culture, religion and environment was judged as weak. During the inspection, children interacted with Caymanian artefacts in the Cayman Hut which was arranged outdoors. However, they did not demonstrate an age-appropriate understanding of Caymanian culture and heritage. Group 4 sang the National Song daily, but this was not a practice in other groups. Children participated in an annual culture day at the setting, but as awareness of other cultures was not systematically built into the curriculum, they did not demonstrate an understanding of other cultures and traditions. All children participated in devotion and prayer throughout the day. Most were able to recite Bible verses as well. However, they did not have an understanding and appreciation of other world religions. Children used instruments made of re-used plastic bottles, for example. Group 3A painted on Styrofoam to create art. Most children also participated in tidying away equipment during transitions between activities. However, children did not have opportunities to acquire and demonstrate an age-appropriate understanding of environmental issues and therefore were not developing age appropriate understanding of environmental responsibility.

Areas for development

- Provide effective strategies to support children to develop social emotional learning.
 - Provide regular exposure to world religions and cultures, especially Caymanian culture and heritage, including singing the National Song on a regular basis.
 - Provide regular opportunities for children to understand environmental issues which will support sustainability and conservation.
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Performance Standard 3 Ensuring effective teaching to support our children’s learning and development	
Quality Indicator	Inspection Judgement
3.1 Teaching	Satisfactory
3.2 Learning	Satisfactory
3.3 Observation, assessment and planning	Weak

Teaching

Teaching was judged as satisfactory. Teachers planned adequately, ensuring that teaching strategies met the needs of most children, including those with additional learning support needs (ALSN). Most classes maintained a suitable balance between adult-directed and child-led play. However, a lack of effective rules and routines led to inconsistencies in behaviour management across the centre, with too many staff lacking an understanding of positive guidance and effective behaviour management strategies. Transition arrangements were also often ineffective, causing confusion and disruptions during key points in the day. In weaker lessons, health and safety concerns arose due to instances of physical aggression among children, which staff were unsure how to manage. A key strength of the centre was its outdoor provision, which effectively supported all learning domains and provided meaningful opportunities for children to explore and engage in active learning. Indoors, most classrooms were equipped with a suitable range of resources to foster children’s development; however, some required further support in creating environments that better inspired learning. Staff interactions were nurturing, but there were too few planned opportunities to help children develop self-regulation skills. In the more effective lessons, staff used effective questioning techniques to support and extend children’s learning.

Learning

Learning was judged as satisfactory. Most children had positive attitudes towards learning and showed curiosity through play and exploration. In the better lessons, especially in the outdoor learning environment, children were actively involved in the learning process, engaging with their environment and participating enthusiastically. Children in Group 2A explored the outdoors, playing with wet sand and adding soil and leaves to the water table to make a murky concoction. In Group 3A, children used the sensory bin of coloured rice, scooping and pouring the rice from above the bin pretending it was a waterfall. In Group 4, children poured vinegar over baking soda and not only observed the reaction, but touched the erupting “lava” to see how it felt. Most children made choices and decisions in their learning, showing a developing independence. When planned lessons or wait times during the day did not engage them, they independently sought out activities that captured their interest. For example, in Group 3B, children pretended to be fire officers as they waited on their lunch to be served. Children required more opportunities to revisit previous learning and to make meaningful connections between new and prior experiences.

Observation, assessment and planning

Assessment was judged as weak. The early childhood setting lacked a systematic approach to gathering and analysing information about children’s learning, which affected the effectiveness of the steps taken to address their needs. The centre predominantly relied on verbal communication and anecdotal notes, rather than employing multiple methods of information collection. This compromised the accuracy of assessments, which, in turn, undermined the effectiveness of planning and the implementation of learning experiences. As a result, this hindered progress for all children. The assessment tools used across the centre were varied and inconsistent, with a lack of standardisation, which influenced the scoring and interpretation of results. While there was documentation of children’s learning -through photographs, anecdotal notes and portfolios-this documentation was not comprehensive enough to fully capture the richness of children's experiences, progress and achievements across all domains. Gaps in the whole-centre approach to collation and analysis led to inaccurate evaluative statements. Despite this, the early childhood staff created a warm and nurturing environment where children felt confident in expressing their thoughts, ideas and understanding. However, further work was needed to provide children with clear exemplars and visual success criteria to support self-assessment and enable all children to reflect on their learning effectively.

Areas for development

- Ensure consistently high-quality teaching across the centre.
- Provide regular opportunities for children to connect new learning to prior learning and real- life situations.
- Standardise assessment tools and documentation practices to ensure accuracy, validity and reliability.

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

Quality Indicator	Inspection Judgement
4.1 Curriculum quality	Satisfactory

Curriculum quality

The curriculum was judged as satisfactory, with the Cayman Islands Early Years Curriculum Framework effectively implemented through long-term, medium-term and short-term plans. Planned activities, however, did not always accurately match the learning outcomes. Community involvement was incorporated through one-time events like Culture Day, Sports Day and a visit to a farm in Savannah. Community helpers, such as policemen, firemen, lab technicians and a dental nurse, enriched children's learning by supporting thematic lessons. The curriculum supported play-based activities like pretend play in kitchen centres and water play, where children role-played as chefs, family members and animals exploring the ocean. However, planning for fostering collaboration, emotional regulation and social skills was insufficiently addressed. Additionally, the curriculum required review to ensure adaptations were made based on children's individual needs and to incorporate more opportunities for scientific inquiry. Christianity was integrated into daily devotions prayer and Bible verse memorisation. Group 4 sang the National Song daily. Additionally, role-play centres featured traditional Caymanian dress, further enriching the cultural experience. A 'Caymanian' hut was set up outdoors for children to explore past ways of living. However, the curriculum did not explore other world religions or adequately address the importance of preserving and conserving Cayman's natural environment.

Areas for development

- Conduct curriculum reviews at regular intervals to assess effectiveness, make necessary adjustments and ensure alignment with current education standards, progression of skills and best practice.
- Expand the curriculum by creating opportunities and fostering intentional, ongoing community connections that enrich key themes throughout the year. These connections should strengthen social-emotional development and deepen religious, cultural and environmental awareness.

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

Health and safety

Health and safety were judged as weak due to several critical concerns posing significant risks to children. There was a lack of clarity around child protection (CP) procedures. While the centre had two CP Officers, at least one was unsure of reporting requirements, mistakenly believing multiple observations were needed before making a report. Many staff members did not know who the CP Officers were and some incorrectly believed they should inform parents instead of following policy. The setting was non-compliant with CPR and CP training requirements. Volunteers also lacked the necessary CP training and there was no Volunteer Policy in place. Supervision and risk management were inadequate, with inspectors observing children left unsupervised, including a toddler left alone in a classroom while the rest of the class went to the bathroom and a child playing indoors while others were outside. Risk assessments for off-site trips were not conducted and record-keeping for safety checks was insufficient. The centre's medication policy and practice were inconsistent. Although leaders stated staff could not accept or administer medication, the policy and observed practice indicated otherwise, introducing risk regarding the storage and administration of medication. The setting was not always in compliance with regulatory safety inspections. For example, despite a valid Fire Service inspection pass from January 2025, there was no record of a 2024 inspection. The diaper changing protocols required review to ensure hygienic practices at all times. The premises, however, was secure, with caution being taken with always having the front door locked and ensuring playground gates were secure. There was also an emphasis on healthy lifestyles. The centre did not have a programme to support children to recognise and resist potentially abusive situations as required by the Education Act.

Support and guidance

Support and guidance were judged as satisfactory. The setting provided a warm, inclusive environment for children with additional learning support needs (ALSN). The Special Needs Coordinator (SENCO), recently completed training with the Early Childhood Care and Education Unit (ECCE) and followed policies to support the children. Through observations, teacher discussions and parental consent, children identified with ALSN were administered ages and stages questionnaire (ASQ) screening tests to further identify areas for intervention. While this system fostered collaboration among parents, staff and external providers, it required refinement for greater consistency and effectiveness for all children. Teachers needed training to effectively use prescribed forms for adapting lessons and tracking progress toward targets listed in the Learning Support Plans (LSPs). Transitions into, within and across the setting were well-managed, with children visiting their next class to familiarise themselves with the new environment and teacher. Older children also visited a primary school to experience the larger settings, prior to their transition. Staff-child relationships were respectful and caring. However, strategies to support self-regulation were not always effective and did not consistently foster the independence needed for children's development in this area.

Areas for development

- Ensure that policies are effectively implemented by providing thorough training for staff on using various recording documents, ensuring accurate data collection to identify children's needs.
- Implement robust monitoring from the outset to maintain consistent and coherent practices across the centre.

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

Leadership

Leadership was judged as weak. Leaders at all levels struggled to implement strategies effectively, leading to inconsistencies in children’s development and a failure to maintain high standards. Decision-making lacked focus on development priorities and improvement activities were inconsistently initiated or monitored, limiting progress in learning outcomes. The absence of formalised evidence-based instructional strategies hindered opportunities for fostering children’s social-emotional development. While policies and practices existed, their implementation varied and compliance with regulatory standards was not consistent thus impacting children’s well-being. Leaders adopted an inclusive approach, where children of various background and levels of need were welcome. However, activities celebrating diverse cultures and religions were occasional, such as during the annual culture day, but not meaningfully integrated into the curriculum. Commitment to improving staff practice was weak, with supervision, performance management and professional development not robustly implemented. Observations and feedback were informal, providing little meaningful guidance. Staff participated in professional development opportunities although these were not always targeted to individual staff needs nor monitored for effectiveness. Collaboration among staff was not effective. Although the setting had a distributed leadership model, not all fulfilled their roles effectively. There was no advisory board and gaps in compliance with health, safety and educational standards were not addressed, thus affecting children’s well-being.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as weak. Systems and procedures for self-evaluation were underdeveloped, making them inconsistent and ineffective. As a result, leaders did not always have an accurate understanding of the early childhood setting's strengths and areas for improvement. Performance management data and observations were gathered informally but were not systematically analysed. Staff involvement in self-evaluation was minimal and the process lacked a clear structure. Opportunities to share self-evaluation information with stakeholders was missed hindering valuable feedback for adjustments and improvements. The development plan included strategies that were sometimes vague or lacked SMART (specific, measurable, achievable, relevant and time-bound) goals. Progress toward targets was rarely monitored or formally evaluated. Consequently, the setting's response to the previous inspection report and its improvement planning had not led to significant progress or improved outcomes for children. There was limited evidence of progress in addressing recommendations or achieving improvement plan goals.

Links with parents and the community

Links with parents and the community were judged satisfactory. There were regular methods of communication with parents through WhatsApp groups, termly reporting sessions, informal conversations at pick-up and open-house evenings. Children's progress reports were distributed to parents three times a year at the end of each term. They were aligned with the four key focus areas of the Cayman Islands Early Years Curriculum Framework but did not show progression from ages two to four or included next steps, leaving parents without a clear understanding of how to support their child's development at home. There were occasional Parent-Teacher Association meetings that encouraged parent involvement. Leaders established links with other early childhood centres, allowing staff to observe practices and attend joint professional development sessions. However, the impact of these partnerships on children's outcomes had not yet been realised. Children had opportunities to participate in local events such as the setting's 'Culture Day' and to learn from visitors, including firefighters, police officers, a lab technician and a dental nurse.

Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. Most early childhood staff were appropriately qualified and skilled to support children's overall development. Recruitment procedures ensured adequate staffing to maintain ratios, and teaching staff were effectively deployed, with suitable arrangements for covering absent teachers. Specific roles, such as Lead Teacher, SENCO and Child Protection Officers, had the potential to enhance programme implementation but were not yet fully utilised. Leaders maintained a clean and inclusive environment that helped to support children's development through play-based learning. However, regular risk assessments were not carried out when inviting visitors to the compound or when holding large events like Sports Day. The outdoor environment featured a variety of centres for Caymanian culture, water play, literacy and fine and gross motor skill development. Indoors were well-resourced, with furniture arranged for safe movement, though some rooms lacked natural light. While resources were sufficient, there were not enough to encourage scientific exploration or skill development. Technology integration required improvement and there was scope for more sensory resources and calming corners. Some teachers did not use resources effectively to engage and manage all children. Leaders faced challenges in holding a few staff accountable for utilising resources and facilities effectively to improve children's outcomes.

Areas for development

- Strengthen leadership to ensure there is effective impact on children's outcomes.
- Establish a clear and structured approach to self-evaluation that utilises a variety of evidence sources, ensuring it is consistently applied and effectively used to assess strengths and areas for improvement.
- Ensure reports are accurate and contain next steps for parents to support their children's development.
- Hold staff accountable for high standards, including arranging inspiring learning environments.

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	42	Staff	12
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Parents

Almost all parents agreed that their child was making good progress in overall learning and development, including managing emotional responses and meeting age-appropriate developmental benchmarks. Similarly, almost all parents believed that teachers and adults consistently and effectively catered to their child's developmental needs and that their child enjoyed coming to the early childhood setting. Additionally, almost all parents felt their child learned through a wide range of age-appropriate play opportunities and was safe and cared for in the setting. The majority of parents agreed that their child had an age-appropriate understanding and appreciation of culture, religion and the environment. Most parents stated that the early childhood setting effectively supported them and their child during times of transition, such as entering for the first time or changing teachers and classes. They also believed that the setting had effective systems for collaboration with parents, qualified and suitably skilled staff and good quality resources and facilities. Most parents felt that the setting established meaningful connections with the wider community to enhance their child's learning. Almost all parents reported benefiting from regular and reliable two-way communication and receiving accurate and detailed reports about their child's progress. Similarly, almost all parents agreed that leaders positively impacted their child's achievements and fostered an inclusive environment. Overall, almost all parents expressed satisfaction with the quality of education provided. While most feedback was positive, a few parents suggested areas for improvement, such as additional one-on-one support for hyperactive children and better organisation of classroom spaces.

Staff

Twelve staff responded to the OES online survey. All staff agreed that they were knowledgeable of procedures for reporting suspected child abuse or neglect, and that the centre provided good support for students with additional learning support needs, and that there were effective transition arrangements into the setting, across classes and from the setting. Additionally, almost all respondents agreed that children in the early childhood setting were making good progress in their learning and development, that the setting promoted a positive learning environment and helped children choose a healthy lifestyle. Almost all staff agreed that they were involved in the process of self-evaluation and improvement planning and that there was regular and reliable two-way communication between staff and parents. Most staff agreed that almost all children have an age-appropriate understanding and appreciation for culture, religion and the environment. They also felt that the children were independent learners and made purposeful choices about their learning. Additionally, most staff agreed that the environment was safe and caring for all members of its community, that adults and children enjoyed positive relationships, and that the setting supported their continuing professional development. However, a majority agreed that the leaders were considerate of staff's well-being, and that the Advisory body was sufficiently knowledgeable and active in planning, supporting and guiding actions in the setting. Additionally, a majority of staff felt that the behavior of almost all children was positive where children had the ability to manage their own feelings and behaviour in age-appropriate ways and that there were good assessment systems in place.

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:

Excellent	Exceptionally high quality of performance or practice.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	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.
Weak	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

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

Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Carol Bennett	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

CAYMAN ISLANDS GOVERNMENT



Office of Education Standards

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