



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

ST GEORGE'S PRE-SCHOOL

OFFICE OF EDUCATION STANDARDS
January 2019

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Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (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 school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed 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 for between two and five days. Inspectors use an agreed framework to reach their judgements. In The Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school 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 schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school 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 schools to see inspection as a **transparent** process.

Evaluations

The inspection framework is organised around judgements using a four-point scale.

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in The Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for The Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in The Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

| | Definition | Numerical |
|-------------------|--|------------------|
| All | The whole – as used when 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% |
| Minority | 15% or more but less than half | 15% to 49% |
| Few | Up to 15% | 0% to 14% |

Information about St. George's Pre-School

| | |
|---|--|
| Name of ECCE centre | St. George's Pre-School |
| Address | 64, Courts Road, George Town, Grand Cayman |
| Telephone | (345)-945-0441 |
| E-mail address | stgeorgespreschool@candw.ky |
| ECCE centre website | None |
| Name of manager | Mrs. Magdalena Fernandes |
| Name of owner (If different from manager) | Anglican Diocese of Jamaica and the Cayman Islands |
| Centre's hours of operation | 7.30am to 5.30pm |
| Number of children on roll | 96 |
| Number of teaching staff | 10 |
| Number of support staff | 3 |
| Date of last inspection | May 2013 |

Age range of children

| Age Range | Number of boys | Number of girls | Total |
|-----------------------|-----------------------|------------------------|--------------|
| 0 – 12 months | 0 | 0 | 0 |
| 12 -18 months | 0 | 0 | 0 |
| 18 - 36 months | 7 | 5 | 12 |
| 36- 48 months | 39 | 45 | 84 |
| Total | 46 | 50 | 96 |

There were 96 children on roll at St. George's Pre-School ranging in age from 18 months to four years of age. The Centre was organised into six classes with appropriate staffing levels which are within Education Council requirements.

The context of the centre

St. George's Pre-School has been in operation since 1999 and is owned and operated by the Anglican Diocese of Jamaica and the Cayman Islands. The school occupies the ground floor of a two-storey building and is situated on premises that also house the St. George's Anglican Church.

St. George's Pre-School has implemented the Cayman Islands Early Years Framework Curriculum (CIEYCF). Teachers plan activities for the children that reflect the four key themes of the CIEYCF: exploration, communication, well-being and respect. The school has a strong Anglican ethos.

The pre-school has six classes: one for toddlers; two for three-year olds and three for four-year olds. There are 96 children enrolled and the teacher-to-child ratio is in keeping with the Education Council's guidelines.

There are more girls than boys on the roll and there are six per cent of children who have special educational needs. The majority of children are of Caymanian nationality.

Key strengths

The inspection identified that the key strengths of St George's Pre-School were:

- the children's achievement in developing a sense of value and appreciation of themselves, others and the world around them;
- the children's achievement in developing a well-balanced and healthy lifestyle which enriched their social and emotional development and resilience;
- the care and nurturing environment where children were happy, safe and in which staff promoted the children's well-being effectively;
- leaders and staff that ensured that children were safe, secure and happy in all parts of the school and followed child protection procedures robustly;
- the productive links with parents and the wider community which made a significant contribution to improving children's' respect and well-being.

Recommendations

For the pre-school to improve further leaders should:

- improve the implementation of the CIEYCF by planning for children to interact freely with their learning environment so they can improve their independent thinking, communication and investigation skills;
- improve children's communication skills by teachers planning more frequent opportunities for language development by encouraging children to express themselves through speech, mark making and use of mathematical language;
- improve achievement in mathematics by teachers planning more appropriate activities that enable children to explore independently concepts related to space, classification, measurement and time;
- improve achievement in technology by teachers planning for children to use tools and equipment to solve problems, develop enquiry skills and improve their fine-motor skills;
- train and monitor teachers in the effective use of assessment information to plan learning that meets the needs of all children, especially those who have special educational needs and the more able.

Overall Evaluation - Satisfactory

The quality of provision offered by St. Georges Pre-School was judged to be satisfactory. Across all quality indicators, most were judged to be at least satisfactory.

Achievement in most quality indicators was judged to be at least satisfactory with respect, well-being, health and safety and links with parents judged to be good. However, children's achievement in communication and assessment was judged to be weak.

Teaching and learning were judged satisfactory, because most staff had good subject knowledge which they used to plan learning that made full use of the time available and used resources to support learning. Learning was satisfactory because children had positive attitudes to learning and occasionally found things out for themselves. Assessment was weak because only a few teachers used assessment information aligned to the CIEYCF to adapt learning to meet the needs of more able children or those with special educational needs. Consequently, a few children did not make the progress of which they were capable.

Leadership was satisfactory because leaders evaluated the work of the pre-school in a systematic way and had coherent plans to improve the Centre. They held staff to account for their performance effectively. Leaders had implemented the four themes of the CIEYCF but the centre did not use technology resources effectively and teachers plans for learning at times limited children's independent learning.

Achievement

| EXPLORATION | Evaluation |
|--|--------------|
| Movement: Children develop their fine and gross motor skills through independent and guided opportunities. | Satisfactory |
| Sensory: Children will use their senses in active exploration to understand their world. | Satisfactory |
| Scientific: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities. | Satisfactory |
| Mathematical: Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities. | Weak |
| Technological: Children experiment with tools, materials and equipment through independent and guided opportunities. | Weak |

Children's movement was satisfactory because most had adequate opportunities to develop fine and gross motor skills. Children often danced and sang to music during class-based lessons. The newly updated outdoor play area effectively developed gross motor skills. Fine motor skills were developed through activities involving paint, play dough, beading and tracing, but there were no opportunities in the outdoor area for these skills or mark making.

Sensory perception was satisfactory. A minority of the discrete scientific activities in the curriculum allowed the children to finger paint, feel different foods and search through rice, sand and paper. A majority of stories were often accompanied with props. For example, during a community helpers' project there were fire trucks, dressing outfits and puzzles for children to manipulate.

Children's scientific appreciation was satisfactory. Children took part in growing plants, colouring water, nature walks and visiting an animal centre. However, children rarely organised, described, drew or made representations of their investigations.

Mathematical understanding was weak. Most children could recognise simple two-dimensional shapes but only a few did more than count to five. They did not sort or categorise different

objects and rarely used terms such as ‘small, big, bigger and biggest’ and they rarely solved mathematical problems or reflected on what they had learnt.

Technological understanding was weak. Children often listened to music on Bluetooth speakers, used buttons and zippers when they dressed up and watched stimulating TV programmes. However, children lacked opportunities to develop their use of a range of tools, such as magnifiers, scissors, rulers or cameras. Consequently, they could not explore their world more closely. Children had very limited access to computers, which restricted their understanding of how computers work and the wide range of games and learning tools they could offer.

| RESPECT | Evaluation |
|---|--------------|
| Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities. | Good |
| Others: Children understand how their role and the roles of others impact the community. | Good |
| Environment: Children will act responsibly in preservation of their natural world. | Satisfactory |
| Culture: Children gain an awareness of and appreciation for their own culture and cultures around the world. | Satisfactory |
| Religion: Children have an awareness of and respect for their own and other religions. | Good |

Children’s sense of self was good because they were developing a strong sense of their responsibilities through the regularly reinforced classroom rules. All teachers helped children understand what rules meant in practice. Almost all teachers were very skilled and consistent in how they managed behavior; consequently, most children demonstrated good standards of behaviour. Most children learned how to manage their personal needs whilst they developed independence, for example when they washed their hands, ate and drank.

Children’s understanding of how their role and the role of others affected the community was good. Most children developed respect for others, as seen when they played games, or when they tidied up or shared their toys. A minority of teachers planned free play that engaged children in role play in the kitchen and dressing-up areas and developed and extended their imagination.

Children’s understanding of how to act in the preservation of their natural world was satisfactory. Most children had visited the Botanical Gardens, where they saw different kinds of plants and trees and the turtle conservation project. Children had also planted grow boxes. Overall, there

were only a few themes on the curriculum that developed children’s environmental understanding.

Children’s cultural experiences were satisfactory. A majority of children learnt about local Caymanian culture through a wide variety of visits to Caymanian museums, churches, turtle farms, as well as when children dressed up in national costumes and brought in special food.

Children’s awareness of and respect for their own and other religions was good. All children had daily opportunities to participate in religious observance and most took part purposefully and with enthusiasm in the weekly devotion held in the church. Almost all children joined in with worship songs and were able to request their favourites. Almost all children developed an understanding of religious symbols and traditions. For example, grace was said before lunch.

| COMMUNICATION | Evaluation |
|---|--------------|
| Verbal and Symbolic: Children interpret information received and effectively express themselves in a variety of ways. | Weak |
| Listening: Children develop the inclination and ability to listen attentively and respond appropriately. | Satisfactory |
| Creative Expressions: Children experience and develop an appreciation for various forms of art from a variety of cultures. | Satisfactory |
| Literacy: Children demonstrate an understanding that symbols are used to represent ideas. | Weak |

Children’s verbal and symbolic communication was weak. Children had too limited opportunities to practise conversation skills because they were typically talked to and asked to put their hands up. When teachers did instigate conversations, they were not extended into group conversations. Teachers too readily accepted one-word responses from children, rather than encouraging them to reply in whole sentences. In reading activities, questions were pitched at a low level. Consequently, only a few children had support in expanding their vocabulary beyond simple words. Only a minority of children had enough opportunities to develop early writing skills through mark making.

Children’s listening skills were satisfactory because there were good routines to support listening in a variety of contexts, including the repetition of songs, the enjoyment of storytelling and the following of instructions. Consequently, almost all children listened attentively to adults. However, a majority of children were not encouraged to ask questions about what they were hearing.

Children’s creative expression was satisfactory. Almost all children had access to a range of art materials such as paint, play dough, sand and crayons, but most creative activities were controlled by adults, so children lacked the opportunity to make independent choices. Almost all children enjoyed regular music and dance sessions and had access to musical instruments during guided activities. Only a minority of children had a degree of freedom when teachers planned unsupervised time in the play areas. There was no evidence that children retold stories they had heard, and role playing was limited.

Children’s appreciation of literacy was weak because only a few had the vocabulary, conversation and mark-making skills expected by the curriculum. Children learned the letters of the alphabet, but only a minority were guided in how to sound out simple words. Most children actively participated in teacher-led whole-class story sharing but rarely through their own free choice. A range of good quality books was available in places that children could reach but only a minority of children understood how to hold a book the right way up, and where to turn the page.

| WELL-BEING | Evaluation |
|--|------------|
| Health: Children make safe and healthy decisions as they discover and learn about their bodies. | Good |
| Emotional: Children identify and express their own feelings. | Good |
| Social: Children will develop the skill to interact with others in a variety of contexts. | Good |
| Reflection: Children will reflect on their experiences. | Weak |

The way children made safe and healthy decisions as they learned about their bodies was good. Most children showed above expected ability to self-regulate and there were examples of children growing in independence during toileting, washing hands, eating and tidying up. For example, a toddler knew to throw their lunch trash in the bin. Almost all children always washed their hands before meals, and exercised healthily through outdoor play, dance and regular movement games in classrooms. Almost all children received a healthy breakfast and a wholesome, nutritionally balanced lunch, and almost all snacks brought in from home were healthy.

Children’s emotional development was good because almost all children showed a growing capacity to manage their own behaviour and cope with frustration. Almost all children responded promptly to adults’ instructions. Most children were guided in how to manage their emotions and resolve conflicts. Very little learning time was lost during the transitions from snack tables to the carpet, or from the carpet to work centres.

Children's social skills were good. Adults were nurturing and very clear in their expectations and used scenarios in lessons to help guide almost all children in how to regulate their behaviour; for example, they modelled how to line up, tidy or sit appropriately on the floor. Snatching, pushing and hitting were very rare because teachers had made almost all children aware of the consequences of their actions. Tantrums were very rare.

Children's aptitude for reflection was weak because teachers rarely encouraged them to reflect upon their learning or talk through their feelings. Children were rarely expected to have an opinion or express how they felt; rather they were expected simply to follow instructions. As a result, only a few children developed an appreciation of their own and others' ideas.

Teaching, learning and assessment

| Ensuring effective teaching to support children's learning | Evaluation |
|---|-------------------|
| Teaching | Satisfactory |
| Learning | Satisfactory |
| Assessment | Weak |

Teaching was satisfactory. Almost all staff demonstrated sufficient knowledge of how children learn and managed children's behaviour effectively, because they insisted upon high standards. Most teachers sequenced activities well and used appropriate resources satisfactorily, including art materials, books, props and some information technology to develop children's interests. Most teachers planned learning with a good balance of whole-class, group and individual activities and used closed questions to check children's understanding. However, questions did not always support or challenge the more able; for example, open questions encouraging inference were rare. Most teachers planned age-appropriate activities, but there was an over reliance on teacher-initiated activities, which resulted in children lacking opportunities to speak in a variety of contexts. This restricted their confidence and the skills to express themselves. A few children became disengaged because learning did not sufficiently meet their needs.

Learning was satisfactory because most children showed enthusiasm and interest in their lessons and were able to represent their ideas through dance, music, art and role play. Almost all children demonstrated age-appropriate levels of self-control and were respectful in their interactions with their peers and teachers, because they exhibited co-operative behaviours and worked well in pairs and groups. For example, groups of four-year olds worked well together on a numeracy scavenger hunt activity. Most children demonstrated good listening skills and listened attentively in a range of situations. For example, many listened to stories in lessons and talks during devotion and responded to what they heard with relevant comments or questions. In addition, most children were able to make meaningful connections between their learning and the real world. For example, the children participated in role plays about fire fighters and were able discuss important fire-safety practices. However, in the majority of lessons, there were too few opportunities for the children to reflect on their own learning and experiences, which restricted the development of their emerging language skills and the consolidation of their learning.

Assessment was weak. While teachers knew their children well and parents felt very well informed about their child's progress, assessment was largely restricted to summative, end of term report writing and verbal feedback to parents. Teachers' termly assessments were not closely aligned to the CIEYCF and so teachers lacked accurate information at the start of the year to inform their planning. Therefore, leaders were not able to monitor the achievement of children with special educational needs or more able children, or direct the enhanced support or challenge they required.

Curriculum

| Offering a curriculum that meets the educational needs of all children | Evaluation |
|--|--------------|
| Curriculum | Satisfactory |

Provisions for the curriculum and enhancement programmes were satisfactory. The pre-school had satisfactorily implemented the CIEYCF, and the staff engaged in common planning to support progression in the children's learning. The content of most lessons was in line with the learning goals of the four focus areas in the CIEYCF: exploration, respect, communication and well-being. While there were no notable gaps in the curriculum, some imbalance was noted in the provision of mathematical problem solving, the use of a range of technological tools and increasing the links between the curriculum and the outside play area. Leaders had established satisfactory links with the community, which facilitated cross-curricular links. For example, there were visits to the school by a police officer, a public health nurse and a nutritionist. In addition, extra-curricular activities were an integral feature of the curriculum and effectively supported the children's cultural, religious and global understanding. For instance, the children had visited Vigoro Nursery to learn about growing things and had been on glass-bottom boat excursions to learn about marine life. They had also participated in a wide range of field trips to the Turtle Farm, a Butterfly Farm and the Crystal Caves. Most children gained appreciation for their own culture through Christmas concerts, Heroes Day celebrations and Commonwealth Day.

Safety and support

| Keeping our children safe and always supported | Evaluation |
|---|-------------------|
| Health and safety | Good |
| Support and guidance | Satisfactory |

The health and safety of the children were good. All requirements for the health and safety of the children were met. The site was secure, and the pre-school was a safe environment because safety standards were good, including the deployment of fire extinguishers, the procedures for fire drills and in general the way the curriculum taught the children how to be safe. Staff ensured that hygiene routines were very rigorous by cleaning tables and washing hands and toilet areas regularly. Healthy living was built very securely into the life of the pre-school through regular movement activities. Children also received wholesome and nourishing morning snacks and lunch, carefully prepared by the cook. Inspectors and parents agreed that child protection and first aid arrangements were effective and accidents rare. However, leaders' record keeping was not as comprehensive as necessary.

Support and guidance for the children were satisfactory because teachers knew their children well and responded to their personal needs with caring attitudes and appropriate advice. Systems to identify children who had special educational needs and provide strategies to support them were effective. However, teachers rarely used this information to adapt learning activities to meet the needs of these children. Systems for tracking academic progress were not closely enough linked to the CIEYCF, so leaders did not know if children were achieving in line with expectations, especially in mathematics or communication.

Leadership and management

| Leading and managing the centre and developing links with the community | Evaluation |
|--|-------------------|
| Leadership | Satisfactory |
| Self-evaluation and improvement planning | Satisfactory |
| Links with parents and the community | Good |
| Staff and the learning environment | Satisfactory |

Leadership was satisfactory overall. Leaders demonstrated the capacity to make the required improvements because actions taken had effectively addressed almost all the recommendations in the previous inspection report. All senior leaders were highly committed to the school and had developed a Christian ethos that all staff and parents shared. The leadership of the Principal and board had a clear focus on raising standards in teaching and learning. Performance management and professional development had been used very effectively to improve the teaching of well-being and respect, where achievement was now good.

Self-evaluation and improvement planning were satisfactory. There was regular monitoring of the quality of teaching by the board and principal. Self-evaluation processes were in place which led to the accurate identification of priorities in the improvement plan. There had been a clear impact since the previous inspection on attainment in well-being and respect. Self-evaluation processes would be more effective if evidence were present that was more closely aligned to the Cayman government's new inspection framework. Work scrutiny did not feature strongly enough as a monitoring tool.

Links with parents and the community were good. There was an effective range of communication strategies, including newsletters, parent consultations and daily conversations with teachers. Survey responses showed that parents had overwhelming confidence in the work of the Centre. There were regular links with local public servants, businesses and local attractions that supported the curriculum. The PTA Board was enthusiastic and effective in supporting the curriculum by organising Commonwealth Day and church activities. Reports were issued regularly and included useful information for parents to judge how their children were achieving, but were not yet fully aligned to the benchmarks in the CIEYCF.

Staffing and the learning environment were satisfactory. The school building was kept very clean and was attractive as a place to learn. Correct ratios of children and staff were always maintained. The centre had strengths in its resources to promote children's gross motor skills, including the new outdoor play area. There were plenty of books for children to enjoy. However, resources for fine motor skills and other technology resources were not planned into learning often enough. Consequently, progress in mathematics and technology was slow.

Survey results

Forty-three parents and 16 staff completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of children from all year groups completed the on-line survey in advance of the inspection. The results of the parent survey showed that almost all parents thought that progress in English, mathematics and science was good. Almost all parents believed that personal and social education, environmental understanding and how children take turns were good. Almost all parents also felt their children enjoyed their lessons, were inspired to learn through play, were safe, treated fairly and followed a healthy lifestyle. Parents also overwhelmingly felt the school was well led, with clear communication, regular reports and adequate resources. Twenty parents offered comments within the survey and these were overwhelmingly positive. For example, a typical comment was, “we are completely satisfied with the efforts of St Georges and would recommend this school to anyone”. A few parents wanted a review of the food menu.

Sixteen members of the teaching staff completed the survey. The results of the staff survey showed that almost all staff felt that the teachers were well qualified, with behaviour, conflict resolution, assessment, learning environment and the support for children with special educational needs rated positively. Almost all staff said the school was well led, with effective wider links and a good quality of overall education. Almost all staff agreed with inspectors that the pre-school was a safe environment, promoting healthy lifestyles and a positive learning environment. Most staff said resources were adequate but suggested that these could be improved to challenge the more able. Eleven members of the staff commented within the surveys and had only positive things to say about their experience of working at the pre-school and the way it was led. A few suggested the more able children could be offered greater challenge in their learning.

What happens next?

As the Centre is judged to be providing a satisfactory quality of education, there will be no further inspections until the next round of inspections which will commence in September 2020.

Office of Education Standards | Parent Survey 2018

How many years has your child been at this Early Years Centre?

| Response | Percentage | Count |
|--|-----------------|-----------|
| Less than one year | 21% | 9 |
| More than one year but less than three years | 70% | 30 |
| More than three years | 9% | 4 |
| | Answered | 43 |
| | Skipped | 0 |

What is your nationality?

70%

Caymanian

30%

Non-Caymanian

My child is making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing).

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 65% | 28 |
| Agree | 35% | 15 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 43 |
| | Skipped | 0 |

My child is making good progress in mathematical understanding.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 35% | 15 |
| Agree | 53% | 23 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 3 |
| | Answered | 43 |
| | Skipped | 0 |

My child is making good progress in their early scientific understanding.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 30% | 13 |
| Agree | 49% | 21 |
| Disagree | 7% | 3 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 14% | 6 |
| | Answered | 43 |
| | Skipped | 0 |

The Early Years Centre is effective in developing my child's personal and social skills.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 69% | 29 |
| Agree | 29% | 12 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 42 |
| | Skipped | 1 |

My child is being helped to take turns and share fairly as part of the education programme.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 23 |
| Agree | 41% | 17 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

My child is developing good understanding of the environment and how they can help to protect it.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 40% | 17 |
| Agree | 48% | 20 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 3 |
| | Answered | 42 |
| | Skipped | 1 |

The quality of teaching in the Early Years Centre is good.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 61% | 25 |
| Agree | 37% | 15 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 41 |
| | Skipped | 2 |

My child enjoys coming to the Early Years Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 73% | 30 |
| Agree | 24% | 10 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 41 |
| | Skipped | 2 |

My child is inspired to learn.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 68% | 28 |
| Agree | 29% | 12 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

My child is given a wide range of age-appropriate play opportunities each day.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 23 |
| Agree | 34% | 14 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 3 |
| | Answered | 41 |
| | Skipped | 2 |

There are regular visits and visitors to the Early Years Centre which enhance the learning of the child.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 39% | 16 |
| Agree | 46% | 19 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 12% | 5 |
| | Answered | 41 |
| | Skipped | 2 |

My child is safe and cared for at the Early Years Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 76% | 31 |
| Agree | 24% | 10 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 41 |
| | Skipped | 2 |

The Early Years Centre helps my child choose a healthy lifestyle.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 49% | 20 |
| Agree | 44% | 18 |
| Disagree | 5% | 2 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 41 |
| | Skipped | 2 |

My child is treated fairly at the Early Years Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 66% | 27 |
| Agree | 29% | 12 |
| Disagree | 2% | 1 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 41 |
| | Skipped | 2 |

The Early Years Centre deals effectively with incidents of poor behaviour.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 51% | 21 |
| Agree | 37% | 15 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 10% | 4 |
| | Answered | 41 |
| | Skipped | 2 |

The Early Years Centre provides good support to children with special educational needs.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 34% | 14 |
| Agree | 37% | 15 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 29% | 12 |
| | Answered | 41 |
| | Skipped | 2 |

The Early Years Centre is well led.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 68% | 27 |
| Agree | 33% | 13 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 40 |
| | Skipped | 3 |

I receive good information about the improvement plans developed for the Early Years Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 49% | 20 |
| Agree | 41% | 17 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 10% | 4 |
| | Answered | 41 |
| | Skipped | 2 |

Communication between the Early Years Centre and parents is effective and timely.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 51% | 21 |
| Agree | 44% | 18 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

The Early Years Centre responds appropriately to parental concerns.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 23 |
| Agree | 44% | 18 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 41 |
| | Skipped | 2 |

I receive regular, comprehensive and accurate information about my child's achievements and progress.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 49% | 20 |
| Agree | 37% | 15 |
| Disagree | 10% | 4 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

Parent meetings are helpful and they are held regularly.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 54% | 22 |
| Agree | 37% | 15 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 7% | 3 |
| | Answered | 41 |
| | Skipped | 2 |

Parents are effectively involved in the work of the Early Years Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 39% | 16 |
| Agree | 41% | 17 |
| Disagree | 15% | 6 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

The Early Years Centre enjoys good links with the wider community.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 34% | 14 |
| Agree | 51% | 21 |
| Disagree | 5% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 10% | 4 |
| | Answered | 41 |
| | Skipped | 2 |

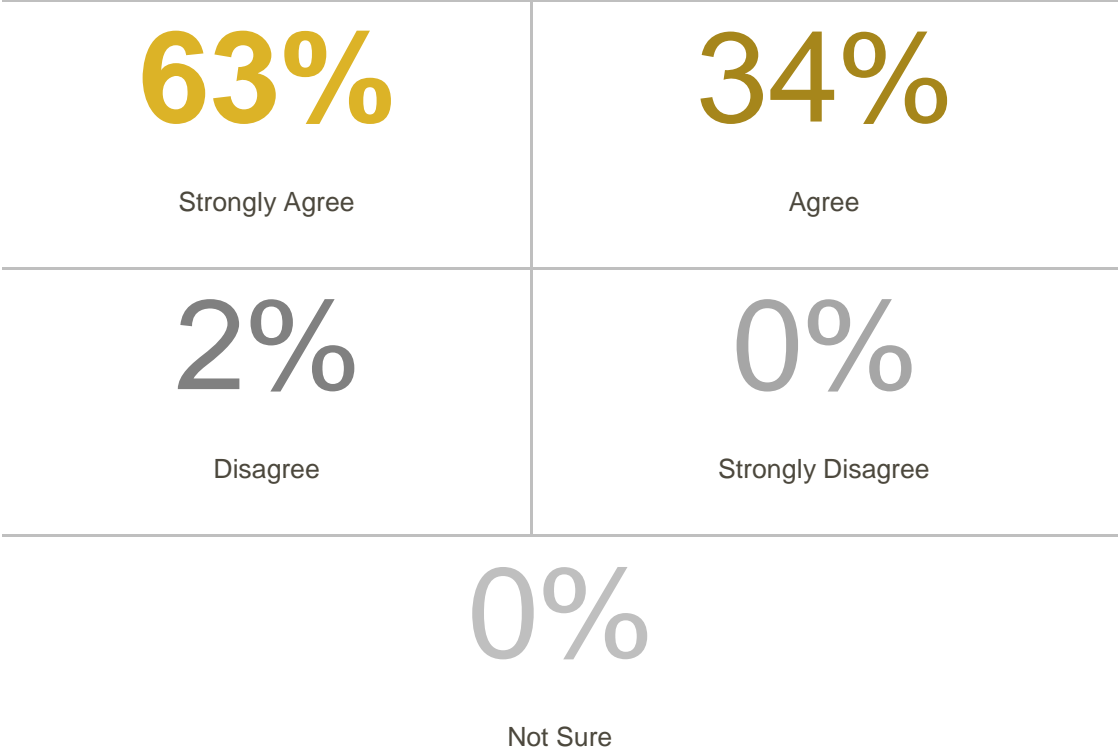
The Early Years Centre has appropriately qualified and suitably skilled staff.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 41% | 17 |
| Agree | 51% | 21 |
| Disagree | 2% | 1 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 5% | 2 |
| | Answered | 41 |
| | Skipped | 2 |

The Early Years Centre has good quality resources to support my child’s learning.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 51% | 21 |
| Agree | 44% | 18 |
| Disagree | 0% | 0 |
| Strongly Disagree | 2% | 1 |
| I am unsure or unable to answer the question | 2% | 1 |
| | Answered | 41 |
| | Skipped | 2 |

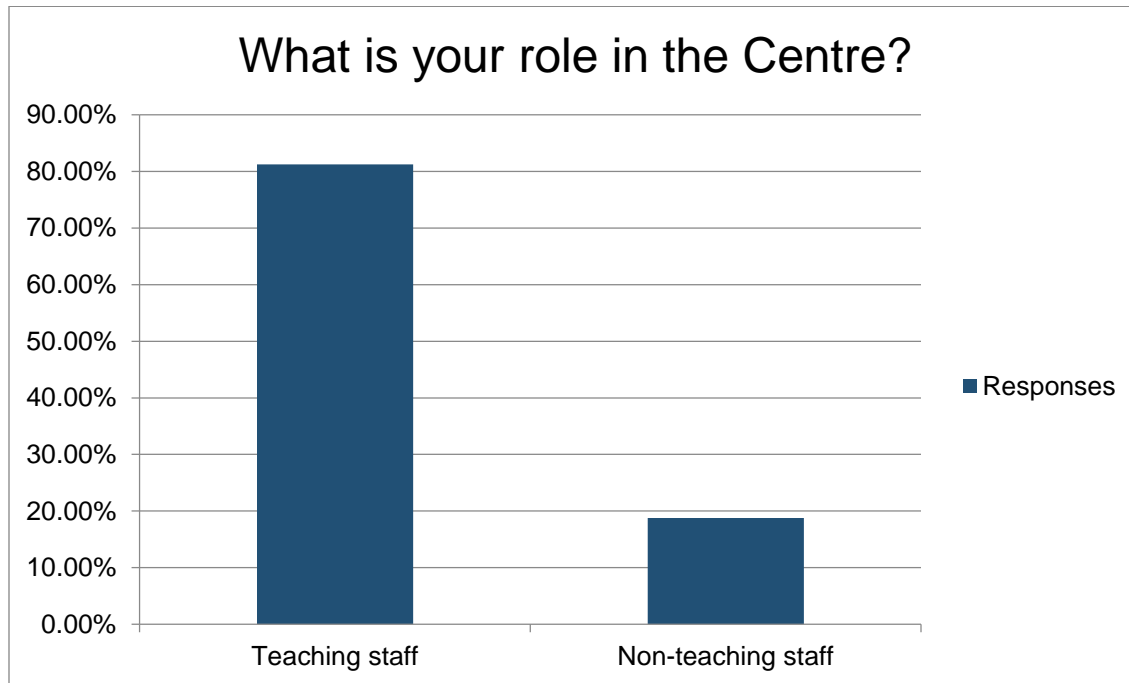
Overall, I am satisfied with the quality of education provided at the Centre.



| Response | Count |
|-----------------|-----------|
| Answered | 41 |
| Skipped | 2 |

Office of Education Standards | Staff Survey 2018

What is your role in the Centre?



How long have you worked at this Centre?

| Response | Percentage | Count |
|--|-----------------|-----------|
| One year or less | 25% | 4 |
| More than one year but less than three years | 44% | 7 |
| Three years or more | 31% | 5 |
| | Answered | 16 |
| | Skipped | 0 |

What is your nationality?

38%

Caymanian

63%

Non-Caymanian

The behaviour of most children in the Centre is good.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 19% | 3 |
| Agree | 81% | 13 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

Children are taught conflict resolution skills using books, drama, storytelling and other developmentally appropriate methods.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 44% | 7 |
| Agree | 56% | 9 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

There are good assessment systems in the Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 38% | 6 |
| Agree | 56% | 9 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

The Centre supports a positive learning environment and provides good opportunities for children's exploration, choice and independent learning.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 44% | 7 |
| Agree | 56% | 9 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

There is a safe and caring environment for all members of this early years community.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 44% | 7 |
| Agree | 50% | 8 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

The Centre helps children to choose a healthy life style.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 9 |
| Agree | 38% | 6 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

Where food is provided by the Centre, it is of sufficient variety, quantity and quality to meet the children’s nutritional needs.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 38% | 6 |
| Agree | 56% | 9 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

Children are treated fairly at this Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 9 |
| Agree | 38% | 6 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

The Centre deals effectively with incidents of poor behaviour.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 38% | 6 |
| Agree | 63% | 10 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

The Centre provides good support to students with special educational needs.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 31% | 5 |
| Agree | 63% | 10 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

I am aware of the procedures for reporting suspected cases of child abuse under the Children Law (2012).

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 50% | 8 |
| Agree | 44% | 7 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

The Early Years Centre is well led.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 25% | 4 |
| Agree | 75% | 12 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

I am involved in the process of self-evaluation and improvement planning in the Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 25% | 4 |
| Agree | 69% | 11 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 6% | 1 |
| | Answered | 16 |
| | Skipped | 0 |

The Centre effectively supports my continuing professional development.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 19% | 3 |
| Agree | 81% | 13 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

Parent teacher meetings are well attended and helpful.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 19% | 3 |
| Agree | 63% | 10 |
| Disagree | 13% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 6% | 1 |
| | Answered | 16 |
| | Skipped | 0 |

Parents are effectively involved in the work of the Centre.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 25% | 4 |
| Agree | 75% | 12 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

The Centre enjoys good links with the wider community.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 19% | 3 |
| Agree | 75% | 12 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 6% | 1 |
| | Answered | 16 |
| | Skipped | 0 |

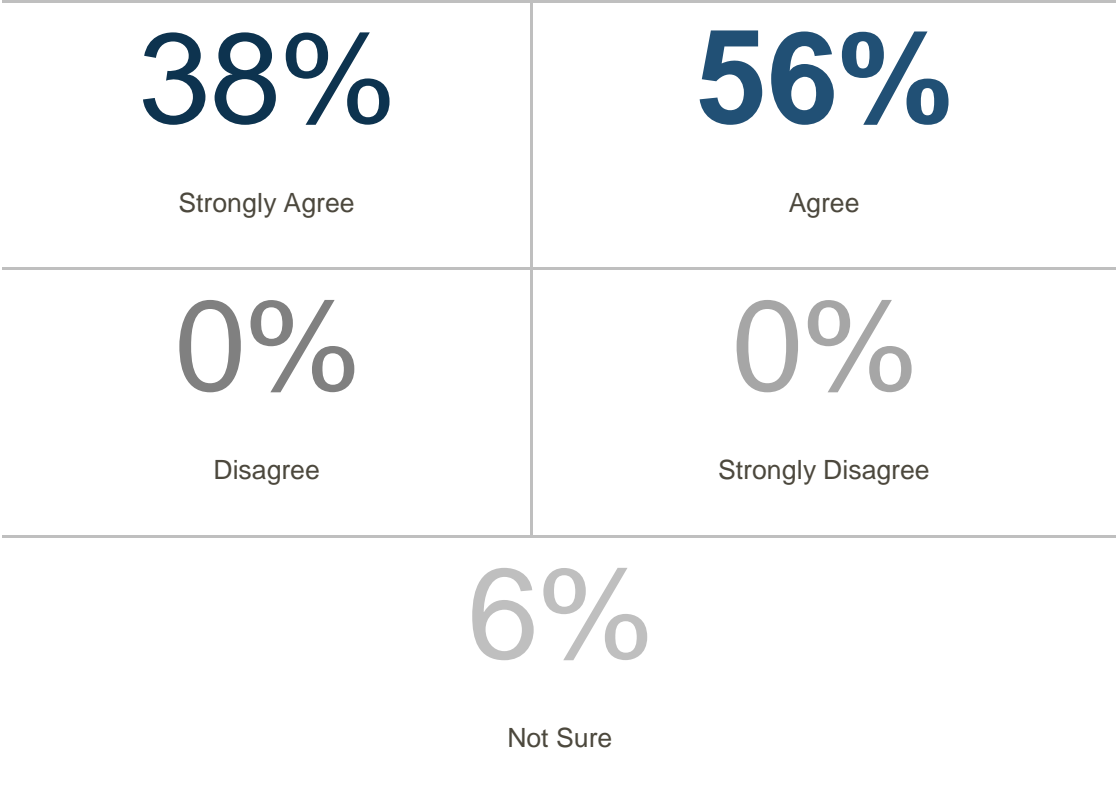
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 56% | 9 |
| Agree | 38% | 6 |
| Disagree | 0% | 0 |
| Strongly Disagree | 6% | 1 |
| I am unsure or unable to answer the question | 0% | 0 |
| | Answered | 16 |
| | Skipped | 0 |

There are sufficient resources of good quality to support my work with the children.

| Response | Percentage | Count |
|--|-----------------|-----------|
| Strongly Agree | 19% | 3 |
| Agree | 56% | 9 |
| Disagree | 13% | 2 |
| Strongly Disagree | 0% | 0 |
| I am unsure or unable to answer the question | 13% | 2 |
| | Answered | 16 |
| | Skipped | 0 |

Overall, this Early Years Centre provides a good quality of education.



| Response | Count |
|----------|-------|
| Answered | 16 |
| Skipped | 0 |

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

