



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

DISCOVERY KIDS

OFFICE OF EDUCATION STANDARDS

May 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 Discovery Kids Centre

Name of ECCE centre	Discovery Kids
Address	Sigma Building, Hospital Road, P.O. Box 31953, Grand Cayman. KY1 1208
Telephone	01-345-946-5437
E-mail address	dkids.ky@gmail.com
ECCE centre website	website is under construction
Name of manager	Ms. Irene Ebanks
Name of owner (If different from manager)	Ms. Rochelle Dilbert
Centre's hours of operation	Mon to Fri. 7:30am to 5:30pm
Number of children on roll	75
Number of teaching staff	11
Number of support staff	5
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	6	2	8
12 – 18 months	2	6	8
18 – 36 months	12	10	22
36 – 48 months	9	12	21
48+ months	6	10	16
Total	35	40	75

The context of the centre

Discovery Kids was established nine years ago as an after-school care facility. The Centre gradually expanded its services to a full-day early years provider. The centre is located on the ground floor of the Sigma Building on Hospital Road, Grand Cayman. It is one of two early years centres owned by the operator. There are seventy-five children enrolled at the Centre, and there are four classes: infants, toddlers, pre-school 1 and pre-school 2. There is also a small cohort of four-year olds who are too young for primary school.

There are twelve staff members. Adult-child ratios meet Cayman Islands Education Council guidelines. There is a centre manager and a lead teacher. The lead teacher has a degree in early childhood education and other staff members have varying qualifications, ranging from a degree in primary education to a high school diploma.

Planning is organised around the four focus areas in the Cayman Islands Early Years Curriculum Framework (CIEYCF); explore, communication, respect and well-being. The staff have developed monthly and weekly plans around themed activities with learning targets that are closely aligned to the early learning goals in the CIEYCF. For example, monthly plans indicate pre-reading, pre-writing, early science and communication goals as well as socio-emotional and fine and gross motor skills development.

Key strengths

Inspectors identified the following strengths in the school:

- the development of children's well-being through good emotional and social education;
- the development of children's respect for themselves and others was above the expected level for the majority of children;
- the good behaviour of children due to the highly nurturing relationships which prevailed throughout the school;
- the effectiveness of links between the school, parents and the local community enabled parents to feel fully informed about their child's education and be full partners in their children's learning.

Recommendations

Inspectors identified the following areas requiring improvement.

1. Raise children's achievement in mathematics by:
 - linking mathematical activities to the weekly themes so that children have opportunities to apply knowledge by engaging in real life activities such as shopping, banking, travel and preparing food;
 - planning mathematical opportunities for children to predict and discuss processes and classify or sort using a wide range of criteria;
 - expanding mathematical vocabulary, so that children can accurately talk about comparisons and sequences.
2. Improve children's communication skills by adults:
 - making greater use of face-to-face stimulation to increase eye contact and non-verbal communication with infants;
 - modelling language and a wide range of vocabulary so that children can compare and speculate;
 - asking questions to extend children's vocabulary and create conversations;
 - planning multiple writing experiences, such as; instructions, letters, recipes etc, linked to weekly themes.

3. Improve the impact of assessment by:
 - focusing record keeping on checking children's achievement against curriculum objectives;
 - teachers using assessment information to inform planning so that activities meet the needs of all children;
 - adults providing children with clearer next steps as part of verbal feedback.

4. Improve the curriculum by:
 - planning themes that ensure that children learn about the wider world and increasing the level of challenge in mathematics and literacy.

5. Improve the accuracy of leaders' self-evaluation by:
 - monitoring teaching formally through observations that give staff feedback on their practice;
 - reviewing the amount of sleep and snack time children are given and reducing it for older children;
 - using assessment data to summarise the proportions of each year group that are on target to achieve expectations;
 - monitoring health and safety against the Cayman Government's safer environment policy;
 - setting priorities for improvement against a sound analysis of the school's strengths and weaknesses.

Summary

Overall Evaluation - Satisfactory

Overall, the performance of Discovery Kids centre was judged to be satisfactory. This is because most of the quality indicators were judged to be at least satisfactory, including teaching, leadership and children's progress. The satisfactory judgements were:

- children's attainment and progress in exploration and respect;
- the quality of teaching and learning;
- the curriculum;
- health and safety;
- support and guidance;
- leadership;
- staffing and the learning environment.

The school also received some good judgements, which were:

- children's well-being overall but especially their emotional and social skills;
- children's appreciation of themselves and others;
- links with parents and the community.

Inspection judgements for a few quality indicators were judged to be weak:

- the quality of children's attainment and progress in their creative expression, mathematical, verbal and symbolic skills;
- assessment and teachers' use of assessment information to meet the full range of children's needs;
- leaders' self-evaluation and improvement planning.

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.	Satisfactory

Children's movement was satisfactory. Each age group had opportunities to move around and to develop gross and fine motor skills. Infants bounced in time to adult singing, rolled and threw balls into containers. Older children regularly sang, danced and played musical instruments to well-known songs but in a "follow my leader" context. Children were aware of safe movement as they played alongside each other in limited spaces. They experienced a range of activities including modelling playdough, threading beads, and mark making with chinks and crayons.

Children's sensory perception was satisfactory. Children regularly washed their hands and left their shoes neatly lined up and moved around safely, aware of space for themselves and others. Activities enabled children to experience different materials such as water, sand, rice, yogurt and marshmallows. In outside play children could swing, climb and slide. Teachers did not always use opportunities to extend children's vocabulary by talking about how things looked, felt or sounded.

Children's scientific appreciation was satisfactory. Every classroom had a bubble garden for children to learn about growing plants and seeds had been planted in containers outside. Children could explain the lifecycle of a butterfly and use correct vocabulary. They explored a range of natural materials to see which floated and which sank. Children were not encouraged to sort, describe, draw or make representations of their observations.

Mathematical understanding was weak. Children were able to count out loud and some had learned to write numerals as appropriate to their age group but they rarely matched numerals to quantity. Most children could identify simple two-dimensional shapes but did not make sets sorting by colour, size or shape of objects. One group identified full, half full and empty containers as they played with rice. However, other opportunities to use the language of measurement and time were limited. Children did not engage in role play such as going

shopping or baking as a context for using mathematical terms.

Technological understanding was satisfactory. Children practised using zippers, buttons and laces. Each classroom had magnifiers and microscopes available with natural items for children to observe although none were seen to use them. The older children had opportunities to use iPads. However, children did not use scissors, paint brushes or simple tools to represent their own ideas. They followed teacher instructions to make a four-sided figure from marshmallows and spaghetti but did not experiment to find different kinds of shapes or models they could make or talk about what they had done.

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.	Satisfactory

Children's sense of self was good. They were developing a positive sense of who they were and what their responsibilities were and so consequently behaved well. Teachers gently reinforced and reminded children what was expected of them. Most of the older children were able to manage their personal needs independently.

Children's understanding of how their role and the role of others affected the community was good. Children understood that they needed to say sorry when they accidentally upset another child and were able to share toys and equipment. For example, one three-year-old took a crayon to his friend when he noticed he didn't have one. Free play and dressing up areas were available in classrooms. Community members paid visits to the centre and children recognised roles such a firefighter, policeman, construction worker and hospital employee.

Children's understanding of the need to act responsibly in the preservation of the natural world was satisfactory. The children in the pre-school 2 class were encouraged to recycle and sort bio-degradable waste. Children had planted seeds, but some had not been watered enough, showing the effects of too little rain on plants. Children learnt about wildlife on Grand Cayman such as the turtle and the blue iguana but little about the wider world.

Children's awareness of and appreciation for their own culture and cultures around the world was satisfactory. Children learnt about the Caymanian culture, singing the Caymanian anthem each morning and celebrating island life. The curriculum topics celebrated local festivals and traditions such as Christmas and Easter but rarely made links to the wider world.

Children’s awareness and respect for their own and other religions was satisfactory. All children participated in daily prayers, saying Grace and singing religious songs such as ‘Jesus loves me’. They understood that they put their hands together at prayer time. The older children knew the words to many songs and asked for their favourites. There were limited opportunities to talk about other religions and experiences with other children or adults.

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.	Weak
Literacy: Children demonstrate an understanding that symbols are used to represent ideas.	Satisfactory

Children’s verbal and symbolic communication was weak. Children had limited opportunities to practise conversation skills because in most lessons, adults did not employ higher order questioning or model descriptive vocabulary. Teachers too readily accepted one-word responses from more able children rather than encouraging them to reply in whole sentences. In reading activities questions rarely encouraged creative expression and speculation. Consequently, only a few children had enough support to expand their vocabulary beyond simple words. A minority of children had enough opportunities to develop early writing skills through mark making. Only a few older children were able to apply their good individual letter forming skills to writing emerging sentences as part of recipes, instructions or letters as part of the weekly themes.

Children’s listening skills were satisfactory because there were good routines to support listening in a variety of contexts, including through the repetition of songs, the enjoyment of storytelling and the following of adults’ instructions. Consequently, almost all children demonstrated active listening skills at the expected level. However, a majority of children were not encouraged to ask probing questions about what they were hearing so there were limited conversations developed as a result of storytelling.

Children’s creative expression was weak because children lacked the opportunity to make independent choices while using music, art or role play resources. Almost all children enjoyed regular singing and percussion sessions, but these were usually “follow my leader” and too few activities led to children making their own rhythms or dances. Examples of children choosing to role play experimentally through creative dressing, drama or drama was limited.

Children’s appreciation of literacy was satisfactory because most children enjoyed the regular shared stories and songs in lessons and participated actively. Children had learned the letters of the alphabet and most older children could use their single letter phonics to decode words and

sentences when reading from books. A range of good quality books was available in places that children could access independently and children understood how to hold a book the right way up, and where to turn the page. Only a few four-year olds could use two letter phonic sounds to decode words in books.

WELL-BEING	Evaluation
Health: Children make safe and healthy decisions as they discover and learn about their bodies.	Satisfactory
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.	Satisfactory

Health was satisfactory. The children were encouraged by the staff to show care for their learning environment. When asked to pack up after activities the majority of the children did so. During snack time the majority of the children had healthy snacks, such as fruit, brought from home. Routines such as hand washing before eating were well established. The children were eager to move and run but opportunities to develop gross motor skills were limited by the available space. The majority of children in the toddler group were beginning to express what they wanted at an age-appropriate level.

Emotional development was good. As a result of the high levels of care and affection demonstrated by the staff, most of the children felt safe and clearly trusted the staff. Throughout the setting, the behaviour of almost all of the children was good because they were able to self-regulate. When needed staff quickly stepped in and helped children to resolve conflicts. Almost all of the children responded to staff guidance when they were asked to share or say sorry. Staff encouraged collaborative play and sharing. As a result, most children in two-year-old groups were beginning to learn to share.

Social development was good. Staff were nurturing and supported the appropriate development of children’s social skills and modelled expected behaviour. As a result, most children could interact with their peers at an age-appropriate level. Most children actively engaged with staff and the majority responded quickly and positively to staff guidance. Most children could express their feelings or needs in an age- appropriate way. Most of children interacted well and played well together. Outside, where there was more space, most of the toddlers engaged happily in playing together and a showed a keen interest in one another. Throughout the day children actively listened attentively to their peers.

The children’s capacity for reflection was satisfactory. The majority of children, throughout the centre, demonstrated an age-appropriate capacity for reflection, particularly when prompted and this development was reinforced through staff modelling. During circle time, in the three-year olds’ group, staff encouraged the children to talk about and reflect on a range of issues including previous work, including what they liked and what they did over the Easter break.

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 showed that they understood the curriculum content and how children of different ages and abilities learn. Teachers managed their classrooms effectively and ensured that children knew what was expected of them and why they needed rules and procedures. They did so calmly and had high expectations of the children. In the Pre-2 class teachers planned meaningful activities and used available resources including chalk, playdough, natural materials and occasionally iPads to develop children's skills and interests. Teachers' interactions with children reinforced a basic learning objective but did not always promote the further development of vocabulary or children's thinking skills. Most questions only required one-word responses which limited the development of enquiry or higher-level thinking skills. Teachers worked with children in both whole class and small groups addressing the needs of most of the class but did, at times, miss opportunities to extend the more able children.

Learning was satisfactory. All of the children demonstrated positive attitudes to learning and were enthusiastic and interested in their activities. They were able to work for short periods of time without adult support and enjoyed expressing themselves in music, dance, art and storytelling. Almost all children had good listening skills and listened attentively whenever adults or their friends were speaking. There was, however, only one example observed where children were able to make links in their learning with real life. The four-year olds listened to the story of the very hungry caterpillar. They responded by joining in as the teacher read, retelling the story and making links to having tummy ache after eating too many sweets and suggesting the caterpillar had not made healthy choices.

Assessment was weak. Teachers knew their children well and recorded daily and weekly notes about every child. In almost all classes, however, the comments were mostly anecdotal and related to attitude rather than to the specific learning goals, so it was not possible to track children's progress in the development of skills. Much of the recorded information and the unwieldy layout did not support teachers in planning the next steps for children's learning. The Pre-2 teachers' assessment was more focused and aligned to the learning goals. Teachers frequently gave children positive feedback as they worked and played. However, they missed the opportunity to extend children's thinking or skills through questions or suggestions.

Curriculum

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

Provisions for the curriculum were satisfactory. Leaders had been effective in implementing the Cayman Islands Early Years Curriculum Framework (CIEYCF). Effective training had meant that teachers understood planning. Consequently, 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. Leaders had established good links with the community to enhance their cross-curricular links. For example, there were visits to the school by fire fighters and by medical staff during the community helpers' theme.

While there were no notable gaps in the curriculum, some imbalance was noted in the provision of mathematical exploration and vocabulary. Childrens' opportunities to extend their vocabulary and have creative expression were too infrequent. Older children also needed more applied writing activities in the context of weekly themes.

Leaders and teachers had reflected upon the effectiveness of the curriculum and made it more relevant and purposeful for the children. There were regular opportunities for science exploration that led to meaningful learning. Children had access to computers and iPads that extended their ability to practice their learning and take photos of their world.

Most children gained a strong appreciation for their own culture through themes such as Christmas, Easter and the harvest. However, there were insufficient opportunities to learn about the wider world and for older children's learning time was restricted because too long was spent on breaks, lunch and sleeping.

Safety and support

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

The health and safety of the children was satisfactory. All requirements for keeping children safe were met. The premises were secure and fire safety checks were completed and recorded. Staff had completed training in child protection procedures. Children were confident as they moved around the building because they felt safe and cared for. Hygiene routines were well established, and children needed very little prompting from staff to wash their hands before and after activities and meal times. Most children brought their meals and snacks from home and the school offered healthy options for those who do not have their own. Staff used incidental opportunities to promote healthy living such as praising healthy snacks brought by the children. The limitations of the building and outside space hindered opportunities for vigorous physical exercise.

Support and guidance were satisfactory. Staff all knew the children's social, emotional and physical needs well. They responded with care and respect to children's personal needs. Relationships between staff and children were warm and nurturing. Staff adeptly helped children to make good choices in behaviour toward others, and strongly promoted sharing and caring. The school worked hard to ensure that appropriate external support was in place to enable children with special educational needs participate fully in all activities. While the centre had made a start in recording children's progress against the CIEYCF, teacher's comments were too general and did not show clearly enough whether the children's achievements were in line with expectations.

Leadership and management

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

Leadership was satisfactory. Leaders demonstrated the capacity to make the required improvements because actions taken had effectively addressed almost all the recommendations in the previous inspection report. These included improving health and safety, embedding the CIEYCF and improving resources for children to explore. However, there has been little progress in the development of an effective system for leading, monitoring and evaluating the work of the school. The leadership of the owner and principal is deeply seated in providing the very best for the children and parents overwhelmingly recognise this commitment. It had resulted in children's well-being education to be good and improved the standard of teaching since the previous inspection report.

Self-evaluation and improvement planning were weak. Inspection evidence shows that leaders had made a clear impact since the previous inspection by improving teaching, resources, recording of assessment information and health and safety. The annual improvement plan was well designed, and leaders had clear evidence of improving the three priorities they chose for 2019. However, leaders rarely monitored the quality of teaching through planned observations or scrutiny of children's completed work. Leaders did not currently aggregate assessment information by year group to be able to identify where children's achievement was strong or required improvement. Leaders lacked a self-evaluation format or an annual monitoring calendar. Whole school priorities were not identified from a careful analysis of the school's strengths and weaknesses against the Cayman Islands inspection framework.

Links with parents and the community were good. There was a highly effective range of communication strategies, including a Facebook page, annual calendar, progress reports and daily conversations with teachers. Survey responses showed that parents had overwhelming confidence in the work of the school. There were a wide range of local public servants visiting the school from fire fighters, medical staff and local businesses which supported the weekly curriculum themes well. Reports for parents have been re-designed and were issued regularly and included useful information for parents to judge how their children were achieving. Parents reported that they understood them well. More clarity was required on the curriculum expectations children should attain based on their age.

Staffing and the learning environment were satisfactory. The centre building was maintained well and was attractive as a place to learn. The correct ratios of children and staff were almost

always maintained. The centre had improved its resources to promote children's independent exploration skills. There were plenty of books for children to enjoy. However, physical space restricted childrens' physical development but the leader's creativity was keeping this impact to a minimum.

Survey results

Fifty parents, 11 staff completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Fifty parents of children from almost all grades completed the on-line survey in advance of the inspection. The survey results were very positive because almost all parents felt that their children were making good progress in their personal and social skills and learnt to take turns. They almost all agreed that the quality of teaching and behaviour was good and that their children enjoyed the centre and were inspired to learn with a wide range of appropriate play activities. All parents said their child was well cared for and treated fairly. All parents said the school was well led and communication with parents was highly effective. Most parents believed their children were making good progress in communications and were developing healthy life styles. Contrastingly, only a majority of parents believed children were making good progress in mathematics, science and environmental understanding. The same proportion of parents felt SEN provision was good. Parents with children with SEN were delighted with the progress their children were making. Twenty-two parents who completed the survey made additional comments. All of them commented that they loved the school, that their children were loved, cared for and make good progress. One parent said, 'The staff love all the children but skillfully manage to make me feel my child is special.' Other parents said 'Discovery Kids staff are part of our family'.

Eleven members of staff completed the survey. A majority had worked at the school for two years or more. Almost all staff were positive in their views. All staff said that assessment systems were strong, that the learning environment encouraged children to be independent and that Discovery Kids offered a safe and caring environment. All agreed that children were taught how to have a healthy lifestyle and that good quality food was provided. All staff said the centre was well led because they were all involved in self-evaluation processes. Almost all staff believed that behaviour and conflict resolution were good, that children were treated fairly and that incidents of bullying were dealt with effectively in a safe and a caring environment. Staff feel well trained in child protection and that staff provided good support for SEN children. Most staff said that they benefited from good professional development opportunities. Over half of the staff made additional comments which stressed the strong family ethos and the good leadership. Staff stated that the centre was well organised and helped children reach their developmental goals.

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	36%	18
More than one year but less than three years	46%	23
More than three years	18%	9
	Answered	50
	Skipped	0

*What is your nationality?***26%**

Caymanian

74%

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	56%	28
Agree	32%	16
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	50
	Skipped	0

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	34%	17
Agree	30%	15
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	34%	17
	Answered	50
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	26%	13
Agree	30%	15
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	40%	20
	Answered	50
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	28
Agree	44%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	50
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	47%	23
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	38%	19
Agree	30%	15
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	30%	15
	Answered	50
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	28
Agree	42%	21
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	50
	Skipped	0

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	64%	32
Agree	34%	17
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	50
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	50%	25
Agree	42%	21
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	50
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	25
Agree	42%	21
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	50
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38%	19
Agree	24%	12
Disagree	8%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	28%	14
	Answered	50
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	69%	34
Agree	31%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	31%	15
Agree	45%	22
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	10
	Answered	49
	Skipped	1

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	57%	28
Agree	41%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	43%	21
Agree	43%	21
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	6
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	37%	18
Agree	27%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	37%	18
	Answered	49
	Skipped	1

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	61%	30
Agree	39%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	47%	23
Agree	37%	18
Disagree	10%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	69%	34
Agree	31%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	1

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	69%	33
Agree	27%	13
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	48
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	45%	22
Disagree	8%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	1

Parent meetings are helpful, and they are held regularly.

Response	Percentage	Count
Strongly Agree	33%	16
Agree	45%	22
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	8
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	29%	14
Agree	43%	21
Disagree	10%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	9
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	24%	12
Agree	33%	16
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	37%	18
	Answered	49
	Skipped	1

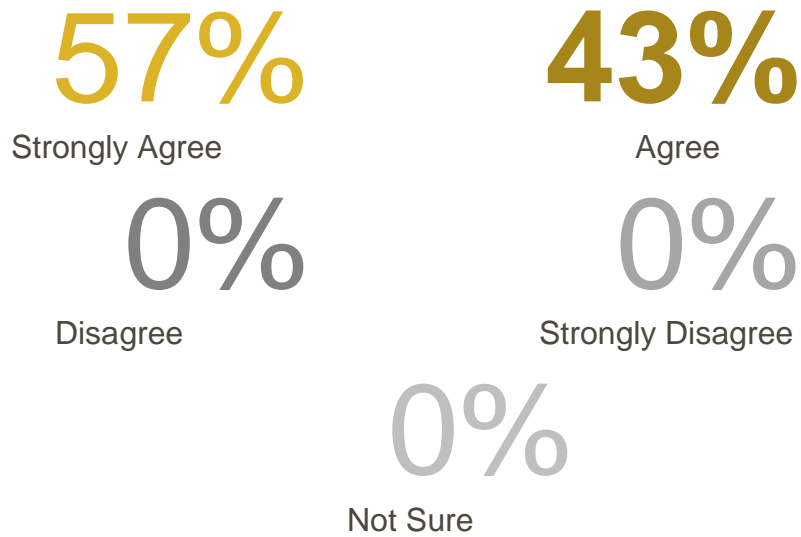
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	39%	19
Agree	55%	27
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	51%	25
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	1

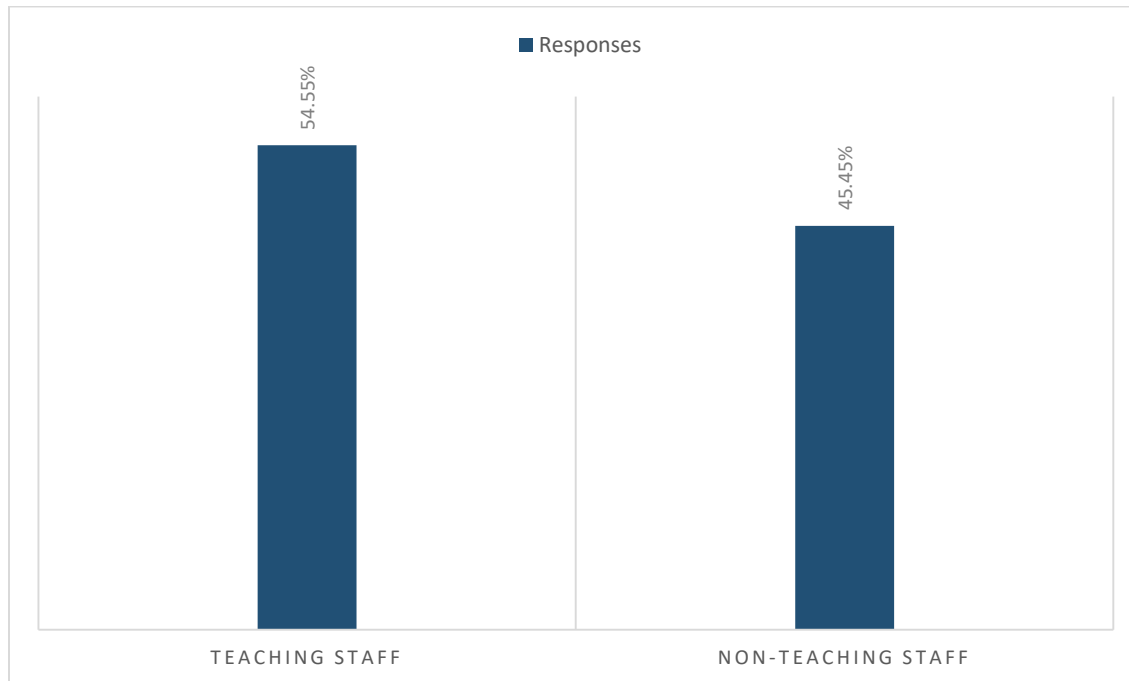
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	49
Skipped	1

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What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	18%	2
More than one year but less than three years	27%	3
Three years or more	55%	6
	Answered	11
	Skipped	0

What is your nationality?

0%

Caymanian

100%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	18%	2
Agree	73%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	18%	2
Agree	73%	8
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	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	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	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	45%	5
Agree	45%	5
Disagree	0%	0
Strongly Disagree	9%	1
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	36%	4
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	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	64%	7
Agree	27%	3
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	45%	5
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	2
	Answered	11
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	73%	8
Agree	27%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	0

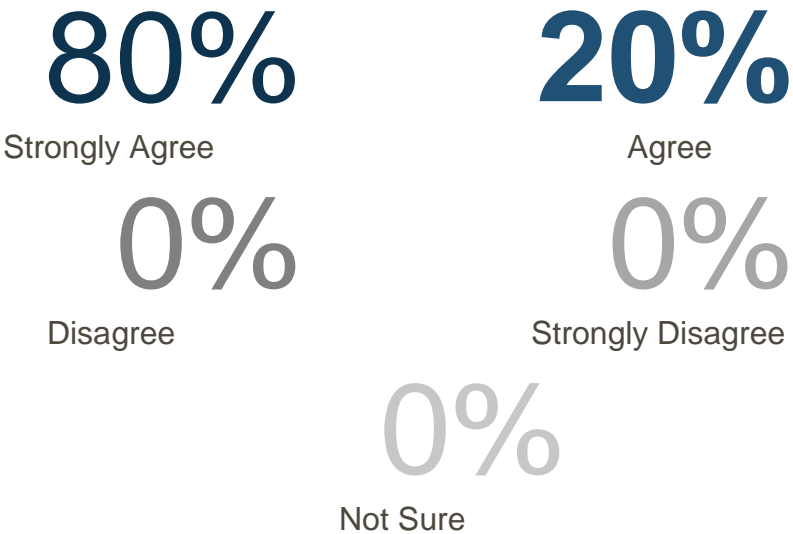
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	45%	5
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	45%	5
Disagree	0%	0
Strongly Disagree	9%	1
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	0

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



Response	Count
Answered	10
Skipped	1

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

