



## FOLLOW-THROUGH INSPECTION REPORT

### **BRIGHT START LEARNING CENTRE**

OFFICE OF EDUCATION STANDARDS

MAY 2019

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# Introduction

In academic year 2018-19, the Office of Education Standards conducted inspections of schools and early year's centres across The Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

## Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the previous inspection. They evaluated whether the school/centre had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four-point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

### Views of stakeholders

As part of the follow-through inspections, parents and staff were invited to comment upon the work of the centre by completing an on-line survey. The results from the survey are included within this report.

### Follow-Through Inspection of Bright Start Learning Centre

The Follow-Through Inspection of Bright Start Learning Centre took place from 29<sup>th</sup> May to 30<sup>th</sup> May 2019. The inspectorate gathered evidence through lesson observations and discussions with staff and parents. School documents and children's progress and attainment information were also reviewed.

## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	<b>Definition</b>	<b>Numerical</b>
<b>All</b>	The whole – as used when referring to quantity, extent, or duration.	100%
<b>Almost all</b>	90% and more	90% to 99%
<b>Most</b>	Three quarters or more but less than 90%	75% to 89%
<b>Majority</b>	Half or more but less than three quarters	50% to 74%
<b>Minority</b>	15% or more but less than half	15% to 49%
<b>Few</b>	Up to 15%	0% to 14%

### Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that had been made by Bright Start Learning Centre in addressing the recommendations from the previous inspection report of October 2018.

The inspectorate judged that there has been satisfactory progress overall.

## Recommendation 1

**Ensure that all staff have a good understanding of the Cayman Islands Early Years Curriculum framework and its underlying principles which promote an education based on inquiry, exploration and investigation.**

The centre had made **satisfactory** progress in addressing this recommendation.

Following the inspection by the Office of Education Standards in October 2018, the Director and staff had developed a school improvement plan to address the recommendations in the inspection report. As a matter of priority, all staff had participated in professional development workshops facilitated by the Department of Education, Early Childhood Care and Education Unit. As a consequence, most staff demonstrated better knowledge and understanding of the Cayman Islands Early Years Curriculum and this had led to improvement in the quality of the children's learning experiences. Staff developed weekly lesson plans based on themes and topics and these reflected greater alignment with the early learning goals in the Cayman Islands Early Years Curriculum.

During the inspection, inspectors observed that most teachers planned lessons imaginatively and used learning resources effectively to promote the children's inquiry, exploration and investigation. All teachers used concrete materials to support the children's learning and the children had access to a variety of hands-on activities throughout the day to support their exploratory and investigative skills. One particularly successful resource was the sensory table which provided the children with a wide range of open-ended play opportunities. For example, in Pre-School 1, the teacher ably supported the children to understand concepts of full, half and empty using scoops, cups, rice, pasta and beans. In other lessons, the children used magnifying glasses and microscopes to examine insect specimens and discussed what they observed.

Teachers had also enhanced the curriculum with innovations such as 'Star of the Month' which provided children with opportunities to share aspects of their experiences outside the centre with their peers and teachers. This effectively promoted the children's sense of identity and also supported their language development. The children were also actively involved in recycling activities which promoted their environmental awareness. Overall, the planned learning environment ensured that children interacted freely with materials and resources through independent and guided opportunities and consequently, children enjoyed rich inquiry-based experiences.

While the curriculum reflected the four focus areas in the Cayman Islands Early Years Curriculum, there was scope for increased opportunities for purposeful writing in play-based contexts and for the children to manipulate materials to explore concepts related to shape,

space, time and measurement. In addition, inspectors noted that when compared to their age and stage, the quality of older children's achievement in key early learning goals was low. As a result, staff should further review the curriculum to ensure that planned experiences and activities provide sufficient depth and challenge and are tailored to meet the varied needs of individual children.

## Recommendation 2

**Develop an appropriate range of teaching strategies consistent with the Cayman Island Early Years Curriculum and ensure that staff use time effectively to reflect on their practice and engage in professional discussion that supports implementation.**

The centre had made **satisfactory** progress in addressing this recommendation.

Inspectors observed that most teachers used a variety of appropriate strategies to facilitate the children's learning. In lessons and play-based contexts, most teachers used recall, listening, questioning and modelling effectively to promote children's learning. For example, in a Pre-School 1 lesson, teachers used circle time effectively to support the children's emerging language development through songs, rhymes and music. Similarly, in the Infants class, teachers sat at the children's eye level; listened to them attentively and stimulated the children using touch and sound. Almost all children demonstrated high levels of engagement in their learning especially when activities included opportunities for exploration, music and movement.

Most teachers effectively planned multi-sensory experiences for the children to promote their creativity, imagination and exploration, and children had the opportunity to work alone, in pairs or groups. In addition, most teachers ably fostered the children's interest in books. The children were drawn to the attractive and comfortable reading corners in the classrooms and most demonstrated appropriate book handling skills.

Inspectors also observed that teachers promoted choice and autonomy in the children's learning. For example, during free play in the mornings, majority of the children chose activities independently and engaged in a range of play scenarios, while the teachers engaged them in conversations to extend their learning.

While teachers' weekly plans reflected evidence of common planning there was scope for staff to provide more challenging learning experiences for the higher achieving children. In addition, there was a need for dedicated planning time allocated to reflection and action planning so teachers could use assessment information more effectively to plan next steps in the children's learning and to extend the range of experiences offered to them.



## Recommendation 3

**Improve the environment for learning so that children have wider opportunities to make choices, engage with open-ended, natural materials, and are able to use their innate curiosity to explore and investigate independently.**

The school had made **satisfactory** progress in addressing this recommendation.

Following the training provided by the Department of Education, Early Childhood Care and Education team, staff had re-organised classrooms so children could access resources independently, and had added new resources to address the imbalance of natural and man-made objects.

The addition of more resources composed of natural materials, plus a laptop and I-Pad, enhanced children's scientific and technological learning through exploration. In a Pre-School 2 lesson, children enjoyed observing real bug specimens in transparent bug catcher jars with magnified lids. The weekly planning for a bug topic was effectively delivered in an age-appropriate manner and successfully engaged the children's innate curiosity to develop early scientific knowledge, skills and understanding.

In both pre-school classes library areas were introduced with a selection of books easily accessible by the children. Additionally in the outdoor area, improved provision included water play and mark-making exploration with paint. Children were growing cress, beans and enjoying learning about how to care for plants.

Since the previous inspection, staff had ensured that the use of natural resources had been incorporated into the children's daily learning programme. A sensory table in a shared area was used effectively to arouse the children's curiosity and promote imaginative play through self-initiated exploration. As the children explored the properties of dried rice, pasta, leaves and shells through use of their senses, staff sensitively interacted to extend their language development. The children were engrossed in play-based learning and thoroughly enjoyed the freedom to explore the differing properties of the varied materials. This activity fostered improved creativity and independent thinking skills. As a consequence of less teacher direction and more free choice, child-initiated learning in lessons, children were demonstrating independence, growing self-confidence and happy engagement in their learning.

However, inspectors noted that there were opportunities to further enhance health and safety arrangements in the centre by expanding the space in the Pre-School 1 classroom to ensure



each child has access to at least 20 square feet of space; placing padded material on the separators in the Infants area and eliminating the trip hazards in the indoor play area due to the worn and lifted sections of the safety surfacing.

## Recommendation 4

**Create assessment processes that inform teaching on an everyday basis so that provision can be tailored to the individual needs of children.**

The school had made **satisfactory** progress in addressing this recommendation.

Following the last inspection, the Director and staff had developed a range of assessments to check the progress of children attending the Centre. Every week, for example, staff recorded the main achievements of children in the four areas of the Cayman Islands Early Years Curriculum including exploration, communication, well-being and respect. In addition, each term since January 2019, staff had informed parents about the children's main developmental achievements identifying whether each child was beginning, developing or mastering skills within each of the four curriculum areas. Staff diligently recorded this information and parents were invited to offer comments on this termly report.

During the follow-through inspection, records for individual children were scrutinised. It was noted that, for a few children, staff did not use the correct developmental records and assessed children against criteria for younger children. Consequently, the information gathered and used to inform the lessons was not consistently reliable or accurate. Furthermore, in their weekly notes regarding the children's achievements, staff did not ensure a close match between their observations and the requirements of the curriculum. As a result, the activities planned for children did not always sufficiently build upon the children's prior learning using the information gathered during assessment.

Staff in the pre-school classes collected examples of the children's work across the academic year. This information included evidence of the children's achievement in certain areas of the curriculum. These arrangements required further development to include more comprehensive coverage of the children's knowledge and skills in different areas of the curriculum. In addition, the children's successes from day to day were not consistently recorded because staff made insufficient use of digital records and home-based evidence in their assessment practices. Staff would benefit from further training on best early years practice in assessment. The Director, Head of Centre and staff should further develop policies and practice for assessment to extend and improve the current arrangements.

## Recommendation 5

**Develop appropriate behaviour policies and procedures so that children develop their capacity to identify and express their own feelings and display a growing capacity to manage them so that frustrations and conflicts are resolved effectively.**

The school had made **satisfactory** progress in addressing this recommendation.

Overall, during observed sessions, almost all children were well behaved and staff used positive behaviour strategies effectively to manage incidents of conflict when they occurred. In several classes, staff had displayed information about emotions and these were a useful reference point to facilitate class discussion about feelings. In the Pre-School 2 class, for example, the teacher made effective use of images of happy, sad and angry faces to encourage children to reflect on how certain behaviours could affect their peers. During break and snack times, the children were encouraged to demonstrate independence and responsibility. They took turns and remembered to say 'please' and 'thank you' when talking to their peers and with adults. In addition, the children were helped to understand the importance of care for the environment and the importance of recycling because each day they placed their lunchtime waste in special containers for plastics and paper.

Staff in most cases demonstrated patience and care in their management of children's behaviour. They knew the children well and identified causes of frustration as they occurred. In most classes the staff were vigilant and attentive. Most children were able to take turns and share equipment. Staff planned a number of activities, which deliberately required the development of such skills. For example, in one of the pre-school classes, the children went on a 'bug hunt' and after finding a number of images of spiders, caterpillars and ladybugs, they were asked to share some of their pictures with their friends. Although a few children were reluctant to do so, many were willing to share and the teacher rewarded this positive behaviour with praise for the children.

The staff had benefited from training provided by the Department of Education Early Childhood and Education Team in relation to aspects of the curriculum. In this context staff had been able to improve their practice in promoting the children's skills relating to respect and well-being. There was a need to develop an agreed and documented policy and procedures to ensure consistency in practice and clarity in guidance for new staff.

# Survey Results

Thirty-three parents and ten staff completed the on-line survey ahead of the Follow-through inspection. The results from the survey are detailed in Appendices One and Two of this report.

All parents expressed that their children enjoyed their time at the centre and that they were pleased with the care and education their children received. Most parents also offered highly positive comments about the work of the centre but a minority expressed the need for more frequent updates on their children's achievement and progress. Almost all parents agreed that the school was well led, that the staff were appropriately qualified and the majority stated that communication with parents was timely and effective. Most parents agreed the children had access to a wide range of age-appropriate play opportunities and good quality resources to support their learning. Only a minority agreed that parent-teacher meetings were helpful and held regularly. A majority agreed that they were provided with information about improvement plans for the centre. Almost all parents agreed that the centre was effective in developing their child's personal and social skills.

Ten members of the teaching and support staff completed the survey. All made highly positive comments about the nurturing environment provided by the centre and expressed high levels of satisfaction with the overall quality of education it provided. All staff agreed that the centre provided opportunities for the children's exploration, choice and independence and promoted healthy lifestyles. All staff expressed that the centre was well led and that staff benefitted from opportunities for continuous professional development. All agreed that the school had sufficient resources of good quality to support their work with the children.

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## What happens next?

As the overall progress has been judged as satisfactory there will be no further Follow-Through Inspection of Bright Start Early Years Learning Centre. The centre will be inspected in the next cycle of regular school inspections.

## Office of Education Standards | Parent Survey 2019

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

Response	Percentage	Count
Less than one year	42.42%	14
More than one year but less than three years	42.42%	14
More than three years	15.15%	5
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?**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	48.48%	16
Agree	51.52%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

***My child is making good progress in their mathematical understanding.***

Response	Percentage	Count
Strongly Agree	18.18%	6
Agree	51.52%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	30.30%	10
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	24.24%	8
Agree	42.42%	14
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	30.30%	10
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	57.58%	19
Agree	36.36%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.06%	2
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	39.39%	13
Agree	48.48%	16
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	3
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	30.30%	10
Agree	33.33%	11
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	33.33%	11
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	36.36%	12
Agree	54.55%	18
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	3
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>



***My child enjoys coming to the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	60.61%	20
Agree	36.36%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.03%	1
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

***My child is inspired to learn.***

Response	Percentage	Count
Strongly Agree	51.52%	17
Agree	39.39%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	3
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	48.48%	16
Agree	36.36%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	15.15%	5
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	24.24%	8
Agree	45.45%	15
Disagree	9.09%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	21.21%	7
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	60.61%	20
Agree	39.39%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	36.36%	12
Agree	42.42%	14
Disagree	6.06%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	15.15%	5
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

***My child is treated fairly at the Early Year Centre.***

Response	Percentage	Count
Strongly Agree	54.55%	18
Agree	42.42%	14
Disagree	0.00%	0
Strongly Disagree	3.03%	1
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	25.00%	8
Agree	40.63%	13
Disagree	6.25%	2
Strongly Disagree	3.13%	1
I am unsure or unable to answer the question	25.00%	8
	<b>Answered</b>	<b>32</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	15.15%	5
Agree	18.18%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	66.67%	22
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre is well led.***

Response	Percentage	Count
Strongly Agree	30.30%	10
Agree	60.61%	20
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.06%	2
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	30.30%	10
Agree	39.39%	13
Disagree	18.18%	6
Strongly Disagree	3.03%	1
I am unsure or unable to answer the question	9.09%	3
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	39.39%	13
Agree	39.39%	13
Disagree	18.18%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.03%	1
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre responds appropriately to parental concerns.***

Response	Percentage	Count
Strongly Agree	42.42%	14
Agree	42.42%	14
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.12%	4
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	21.21%	7
Agree	45.45%	15
Disagree	30.30%	10
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.03%	1
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

***Parent meetings are helpful and they are held regularly.***

Response	Percentage	Count
Strongly Agree	15.15%	5
Agree	33.33%	11
Disagree	30.30%	10
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	21.21%	7
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	9.09%	3
Agree	39.39%	13
Disagree	24.24%	8
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.27%	9
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	18.18%	6
Agree	48.48%	16
Disagree	6.06%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.27%	9
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

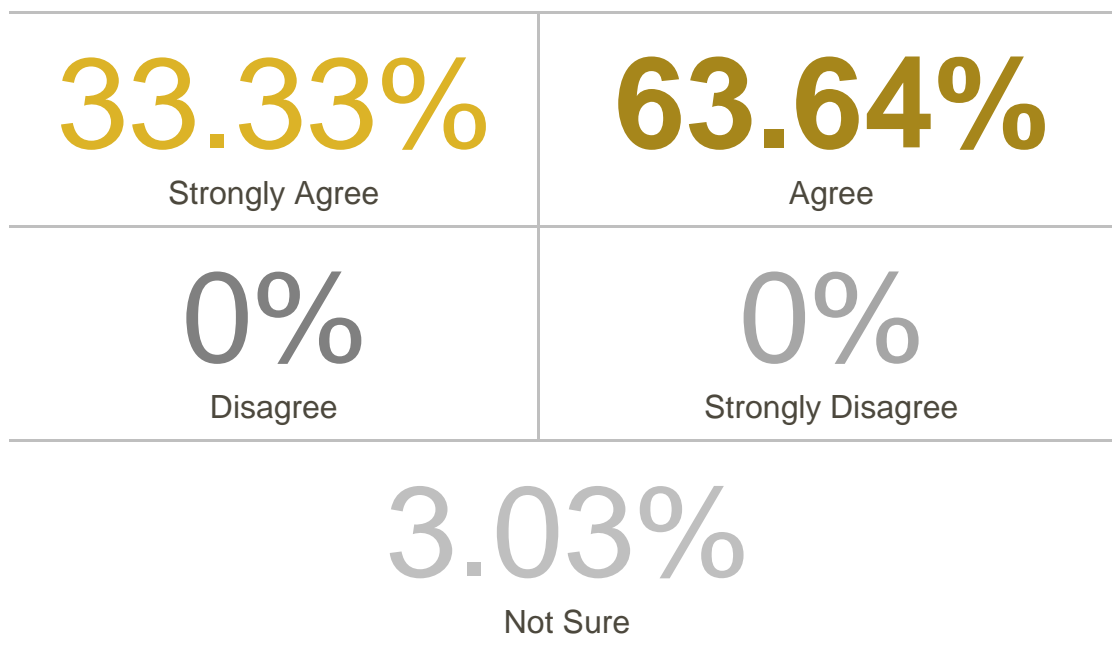
***The Early Years Centre has appropriately qualified and suitably skilled staff.***

Response	Percentage	Count
Strongly Agree	30.30%	10
Agree	48.48%	16
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	21.21%	7
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	27.27%	9
Agree	57.58%	19
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	15.15%	5
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>

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

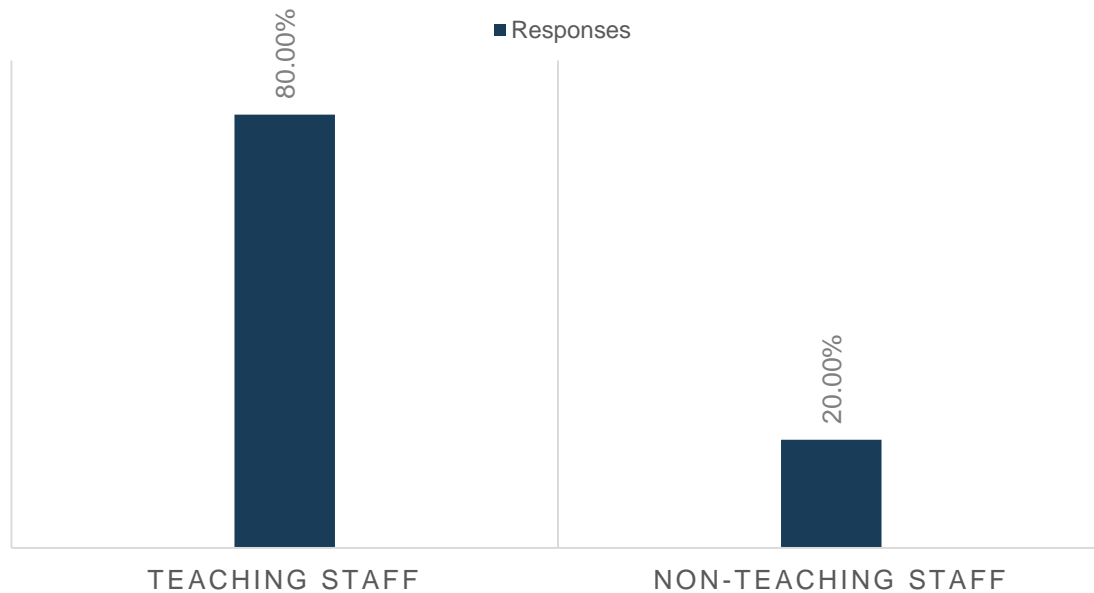


Response	Count
<b>Answered</b>	<b>33</b>
<b>Skipped</b>	<b>0</b>



## Office of Education Standards | Staff Survey 2018

*What is your role in the school?*



*How long have you worked at this school?*

Response	Percentage	Count
One year or less	40.00%	4
More than one year but less than three years	20.00%	2
Three years or more	40.00%	4
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

**What is your nationality?**

**0%**

Caymanian

**100%**

Non-Caymanian

***The behaviour of most students in the children is good.***

Response	Percentage	Count
Strongly Agree	30.00%	3
Agree	70.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	90.00%	9
Agree	10.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

*There are good assessment systems in this Centre.*

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	90.00%	9
Agree	10.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre helps children to choose a healthy life style.***

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	10.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***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	70.00%	7
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***Children are treated fairly at this Centre.***

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre deals effectively with incidents of poor behavior.***

Response	Percentage	Count
Strongly Agree	60.00%	6
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre is well led.***

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre effectively supports my continuing professional development.***

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***Parent teacher meetings are well attended and helpful.***

Response	Percentage	Count
Strongly Agree	80.00%	8
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***Parents are effectively involved in the work of the Centre.***

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	60.00%	6
Agree	40.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>



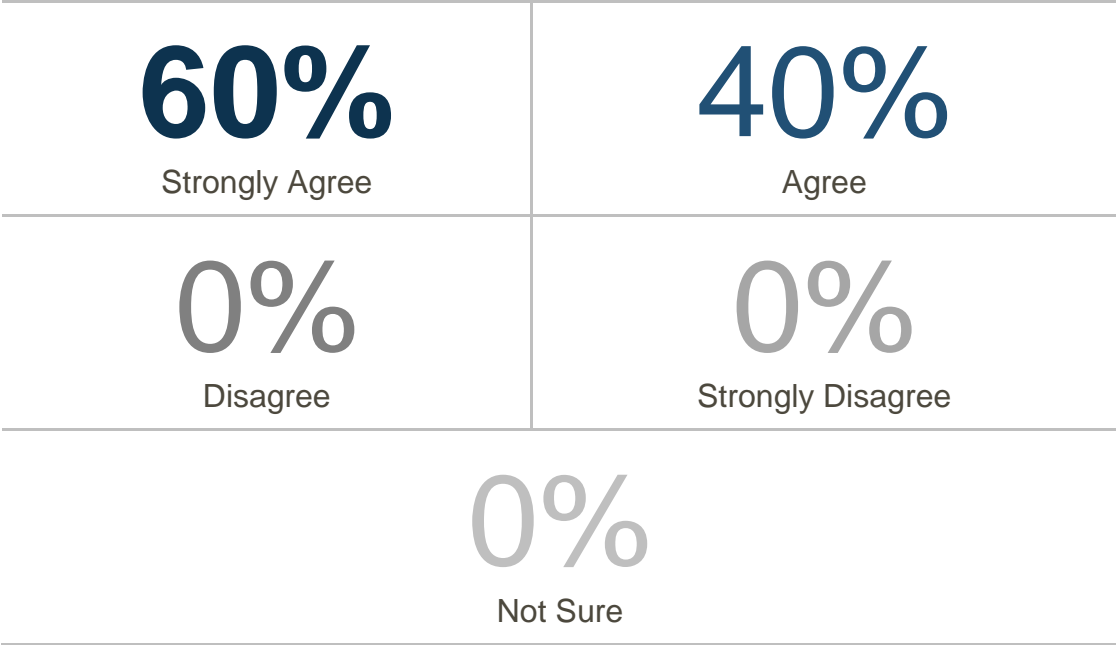
***The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	60.00%	6
Agree	40.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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



Response	Count
Answered	10
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.

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## How to contact us

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

**[adminOES@gov.ky](mailto:adminOES@gov.ky)**

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## 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](http://www.oes.gov.ky)**

