



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

QUALITY CHILD CARE

OFFICE OF EDUCATION STANDARDS
SEPTEMBER 2019

Table of Contents

Introduction	3
Information about the centre	5
Age range of children	5
The context of the centre	6
Key strengths	7
Recommendations	7
Summary	8
Achievement	9
Teaching, learning and assessment	15
Curriculum	17
Safety and support	18
Leadership and management	19

Survey results21

Appendix 122

Appendix 232

Office of Education Standards41

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 the centre

Name of ECCE centre	Quality Child Care Pre-School
Address	247, Smith Powell Road, West Bay, Grand Cayman
Telephone	949-2415
E-mail address	gccpreschool@gmail.com
ECCE centre website	None
Name of manager	Ms. Sandra Duncan-Roach
Name of owner	Mr. Robert Lee Jackson
Centre's hours of operation	Monday to Friday from 7am to 5.30pm
Number of children on roll	44
Number of teaching staff	6
Number of support staff	2
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
12 - 18 months	12	3	15
18 - 36 months	9	15	24
36- 48 months	2	3	5
Total	23	21	44

The context of the centre

Quality Child Care opened in 1998. The centre aims to be recognised as a setting providing the community with the highest quality of education. The staff seek to equip the children to become lifelong learners, future leaders and positive contributors to society.

The Centre Manager has been employed in the pre-school for over 18 years. Following the last inspection, which was conducted in June 2013, the staff and owner prepared a post-inspection plan which outlined the main steps taken to address the recommendations from the last report.

At the time of this inspection there were 44 children on roll from the age of 15 months to four years. The children were organised into six classes.

Quality Child Care followed the Cayman Islands Early Years Curriculum and most staff held appropriate qualifications in relation to early childhood education, care and development.

Although Quality Child Care met requirements in terms of room size, it was noted that in the few weeks following the start of the academic year, a shortage in staffing meant that certain classes were taught by volunteers or by temporary staff. A number of parents had assisted in supervising classes until the appointed staff took up their positions or received immigration approvals.

Key strengths

Inspectors identified the following strengths in provision;

- Quality Child Care has a very positive Christian ethos and all children and staff participate in regular opportunities for religious observance;
- Staff are caring and attentive to the children's varying emotional needs and to their well-being.

Recommendations

Inspectors identified the following as areas requiring improvement;

- Improve children's knowledge, skills and understanding in the four areas of learning, as identified in this report;
- Improve the quality of teaching through the introduction of:
 - more effective and age-appropriate classroom management strategies;
 - a better balance between teacher-led and child-initiated learning experiences.
- Review class timetables and the delivery of the curriculum to maximise opportunities for children's practical and active learning;
- Meet the regulatory requirements of the Cayman Islands Fire Service and the Department of Environmental Health and improve arrangements to secure the health and safety of staff and children at the centre;
- Introduce more robust and comprehensive arrangements for self-evaluation and improvement planning including, for example, more regular reviews of staff performance;
- Address the current staffing shortfall to ensure that all classes have appointed suitably qualified, knowledgeable and experienced staff, as required by the Cayman Islands Education Council.

Overall Evaluation - Weak

The overall performance of Quality Child Care was judged to be weak because most of the quality indicators evaluated by inspectors from the framework for self-evaluation and inspection, 'Successful Schools and Achieving Students', were found to be weak.

There was satisfactory provision in a number of areas including the programme provided to support children's religious understanding. The links with parents were also found to be satisfactory. Although only a minority of parents completed the pre-inspection on-line survey, most expressed satisfaction with the quality of education provided by the centre.

Inspectors found important weaknesses in a number of key areas of the work of Quality Child Care. Most significantly, the quality of teaching, curriculum, leadership, self-evaluation and improvement planning and aspects of health and safety required improvement. Staff were committed and dedicated but the Centre Manager and the team required support to further improve their practice focussing particularly upon delivering a curriculum which was developmentally appropriate and well matched to the children's learning needs.

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.	Weak
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

The programme for movement was satisfactory because staff provided a sufficient range of activities, which supported children's acquisition of fine and gross motor co-ordination skills. Tasks formed part of the regular timetable across all stages both in and outdoors. At the beginning of the day, for example, when children arrived, staff provided access to a range of bikes, games equipment, exploratory play apparatus, sand and construction toys. In addition, children had regular access to the outdoors area, which was spacious and appropriately equipped to support, in particular, most elements of gross motor skill development.

Children's sensory skills were developed satisfactorily because sufficient activities were provided which encouraged children's use of the senses in different contexts. For example, children in the Little Parrots class used touch to search for hidden objects in the sand tray and then used magnifiers to observe their properties more closely. Younger children washed toy animals in a bath and used their senses to complete their task correctly and safely. In promoting children's sensory skills further, staff needed to promote children's expressive language skills more effectively and encourage more extensive and rich descriptive language from children during play.

Children’s scientific knowledge and understanding were weak because the programme was too narrow and activities were often over directed with minimal opportunities for children to inquire, investigate and explore for themselves. Children in the Silver Thatch class were learning about the life cycle of an apple seed and enjoyed drawing, painting and then eating an apple. Seeds had been planted in the outdoor area. Younger children’s observation skills were promoted through discussions and songs about the parts of the body. In such activities and in planning scientific activities, staff did not offer a sufficient variety of inquiry-based experiences, which would encourage children to think about why things happen and how things work.

Mathematical learning and children’s progress was weak. Children were noted to be learning about number in most classes but tasks lacked challenge. Children in the Silver Thatch class, for example, were confident with subtraction but activities and games available did not extend or challenge their calculation or mental mathematics skills. Furthermore, evidence from teachers’ plans and available work indicated a lack of breadth in the children’s mathematical learning. There were too few activities provided which supported the children’s understanding of measures, shapes, space and data. Staff did not provide opportunities for the children to make predictions and generalisations whilst exploring mathematical topics in a range of contexts.

Technological skills were weak. During the typical day children had access to different tools such as paint and various mark-making tools. Children used magnifiers and construction toys to explore their environment. However, use of creative and expressive media was often overly adult directed and this frequently limited the children’s imaginative and creative expression.

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

Children's capacity to develop a positive sense of self was weak. A majority did not respond readily to instructions from staff. In addition, a significant minority did not display care and empathy for others and would, for example, throw toys across the room. Restricted space in some classrooms and variable staffing levels negatively impacted upon children's ability to demonstrate age-appropriate understanding of the limits and boundaries of acceptable behaviour. Although most children fed themselves independently, self-care and other routines were overly directed by staff members. As a consequence, children were not learning to manage their personal needs while developing independence. Staff needed to further develop the use of positive behaviour strategies so that all children demonstrate appropriate respect for their peers and adults.

Children's learning in respect of others was weak. A majority did not demonstrate consideration for the needs of others. In addition, a majority were not developing the ability to take turns and share fairly when interacting with others. Although a majority of children participated in clean-up routines, a significant number did not show appropriate regard for their peers or learning resources. Inspectors observed instances where children threw toys at others or across the classroom without regard for the safety of others. There was limited evidence that children were given consistent opportunities to interact and build relationships with people in the community or to gain awareness of the roles of community helpers.

Children's understanding of the environment was weak. Although children were given opportunities to explore their environment during outdoor play opportunities and were learning about the life cycle of the apple tree, a majority were not exposed to planned experiences that would promote their understanding of the mutual relationship between individuals care for the environment and how the environment provides for them. For example, children were not encouraged to sort and dispose of their waste appropriately in the labelled recycle bins in the lunch room. As a consequence, children were not developing practices to reduce, reuse and protect the environment.

Children's awareness of their own culture and cultures around the world was weak. Classroom displays of Caymanian National Symbols were not regularly referenced in lessons or play activities to support children's emerging awareness of their local culture. In addition, there was limited evidence to demonstrate children's involvement with their families and the wider world as they learned about their culture. It is important to note that a visit from a music specialist who sang in Spanish and English while playing the ukulele provided a useful cultural opportunity for children. In addition, children in the Orchid Blooms class were learning the national song but this was not a regular practice across the centre.

Children's awareness of and respect for their religion was satisfactory as there were planned opportunities which supported children's growing awareness and respect for their religion. For example, during the devotion segment of circle time activities, children sang choruses, and most clasped their hands and closed their eyes during prayer. Children were also encouraged to say Grace before meals. There was scope for older children to become aware of world religions and the meanings of symbols that relate to religious practices.

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.	Weak
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.	Weak

Children’s verbal and symbolic communication was weak. A few young children demonstrated confidence and skill in verbal interactions with their peers and adults alike. However, the language development of the majority of children and infants and toddlers in particular, was often hindered by an over reliance on teacher-directed learning and too few opportunities for child-initiated learning. Children had too limited opportunities to practise conversation skills because they were typically talked to and asked to put their hands up. Teachers did instigate conversations but they were rarely extended into group conversations. Teachers too readily accepted short responses from children, rather than encouraging them to reply in whole sentences. Children did not have enough opportunities to develop their early writing skills through mark making.

Children’s listening skills were weak. Teaching strategies were not always well matched to the children’s different stages of development. This often prevented attentive listening and resulted in some deterioration in the children’s behaviour. Where staff provided tasks which required children to interact in role-play situations, the majority of the children enjoyed the opportunity to use and extend both their speaking and listening skills. A few staff did not model consistent and accurate use of English and, at times, this caused confusion for children.

Creative expression was weak because children were given too few opportunities to develop their expressive skills through art and drama. Role play areas in classrooms were generally poorly stocked with resources that could be used to promote high quality imaginative play. Almost all children had access to a range of art materials such as paint and crayons, but most creative activities were controlled by adults, so children lacked the opportunity to make independent choices. Most children enjoyed regular music 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. Children did not frequently retell stories they had heard and role play opportunities were limited.

Children’s literacy skills were weak. Too little emphasis was given to sharing stories with individual and small groups of children in classes and the range and quality of books provided throughout the setting was poor. Staff were therefore less effective in developing the children’s love of books. In various stages of the centre, staff taught the alphabet but this was introduced too soon for a majority of the toddlers who were not displaying sufficient readiness to benefit from such content. Mark-making opportunities were not a prominent feature of sessions observed during the inspection. Consequently, emergent writing development was weak across the setting. Overall, the centre did not provide a print-rich environment with areas and equipment clearly labeled to provide suitable reading stimulus. Therefore, opportunities to support the early reading development of all children were missed.

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.	Weak
Social: Children will develop the skill to interact with others in a variety of contexts.	Weak
Reflection: Children will reflect on their experiences.	Weak

The way children made safe and healthy decisions as they discovered and learned about their bodies was satisfactory. Most staff supported children to learn about their bodies through the use of interactive songs that referenced body parts and encouraged movement. All children participated in planned outdoor activities that supported their gross motor skills development. Children engaged in frequent handwashing and tables and floors were cleaned and sanitised after lunch. In addition, most children were able to communicate their bodily needs.

Children’s ability to identify and express their feelings was weak. A majority did not demonstrate a growing capacity to manage their feelings and behaviour. In addition, a significant majority were not learning to express their feelings and these children were unable to resolve conflicts satisfactorily. As a consequence, some children resorted to hitting others or snatching toys. In many instances, a significant minority did not respond readily to staff’s guidance or instructions. It is important to note that in the Orchid Blooms class, staff ably supported those children to verbalise their feelings and modelled appropriate behaviour, so children were learning to demonstrate care and empathy for others.

The children's social skills were weak. Although children interacted with their peers in a range of settings including indoor and outdoor play, a significant minority did not demonstrate awareness of and concern for the safety and well-being of everyone. A significant minority required adult support and intervention to negotiate and resolve conflicts effectively.

Children's aptitude for reflection was weak. All staff did not consistently teach children to acknowledge actions and consequences to others in age-appropriate ways. There was scope for staff to use pictures, puppets, stories and videos to support children to identify and express their feelings and to manage their emotions.

Teaching, learning and assessment

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

Teaching was weak because more than a few of the teachers observed during the inspection demonstrated a poor understanding of how young children learn and they did not always use the most effective strategies to engage and motivate the children. Better practice was observed in the Orchid Bloom class where more emphasis was given to children's hands-on, active learning and where staff worked effectively together as a team ensuring an appropriate balance between adult-led and child-initiated activities. In too many of the other classes, however, children did not cope well with planned activities because they were either over directed or lacked challenge. In the younger classes, tasks were not always developmentally appropriate and children were required to be passive for long periods of time and this led to some frustration and discontent. Classroom routines were not yet established in most classes and consequently, poor behaviour and weak classroom management skills minimised the pace and quality of children's learning. In a few lessons it was noted that staff did not always provide a strong role model for English during their interactions with children.

Learning was weak because children were given too few opportunities to gain independence and responsibility for their learning. For example, in a number of classes, during transitions between activities, at lunch and snack time and when tidying away at the end of a session, children's self-help skills were under developed. Because washroom facilities were not located within classes, staff often required children to line up and wait in turn to wash their hands. The pace of learning and the curriculum were affected by this practice and too much time was wasted across the typical day as a consequence. Teachers' questioning was often too narrow and children's critical thinking was rarely promoted either through responses to literature or through the children's enquiry or exploration. Although staff provided an appropriate range of opportunities for the children to learn together and collaborate, these were not always effectively managed and sessions in a number of classes deteriorated as a result of children's poor behaviour and teachers' weak classroom management skills.

Assessment was weak. Across the centre assessment practices lacked coherence and were inconsistently implemented. Progress information was not held on record and this meant that important assessments relating to children's progress were not communicated effectively between staff. Assessment tracker documents were in place but these were linked to the English National Curriculum Foundation Stage curriculum. Weekly plans and assessments matched the Cayman Islands Early Years curriculum.

Consequently, there were occasions where teachers' assessments were not closely aligned to the curriculum goals and focus areas were not clearly identified by staff during their observations. Although staff knew the children's interests and preferences, they did not demonstrate a sound grasp of the children's knowledge and skills and this was reflected in a number of classes where tasks were not well matched to the learning needs of children. Assessment practices in the Orchid Bloom class were more comprehensive, reliable and insightful.

Curriculum

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

The curriculum was weak. Although staff followed the Cayman Islands Early Years curriculum when they planned lessons, there were significant weaknesses identified across all four strands of learning. Curriculum delivery often lacked breadth and balance and the curriculum rationale was unclear. In observed sessions inspectors noted that too frequently, all children were given the same activity or were given the same worksheet. Therefore tasks did not meet the needs of children of varying ages, different stages of development and ability. A strength of the curriculum was the weekly singing sessions led by a visiting music specialist. Spanish featured as a regular element of music lessons and greetings in certain classes were sometimes given in English and Spanish. There were a number enhancements to the curriculum from visitors to the school and through topic-related excursions out of the centre. The review of the curriculum was not well documented and there was a lack of clear continuity and progression from year to year and between classes of the same age. A lack of play-based learning and opportunities for exploration limited the children's acquisition of core skills.

Safety and support

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

The arrangements for health and safety were weak because there were a number of areas which required improvement to meet the Cayman Islands Education Council's guidelines. For example, the school did not have current environmental health and fire inspection reports. Notably, personnel from the fire and environmental health departments visited the school during the period of inspection. Although records were kept of fire drills and incidents, the overall quality of monitoring and record keeping at the school required improvement. The school promoted health lifestyles through an emphasis on hygienic practices such as frequent handwashing, sanitation and self-care routines, and staff were trained in child protection arrangements. However, staffing arrangements required improvement to ensure compliance with the Cayman Islands Education Council's guidelines for qualified staff to child ratios and to ensure adequate supervision of children at all times.

Arrangements for support and guidance were weak. Interactions between staff and children were warm and nurturing. All teachers knew their children well including those with behavioural challenges. However, systems for tracking behaviour as well as children's progress and achievement in key areas of the Cayman Islands Early Years Curriculum were underdeveloped and lacked coherence. Children with special educational needs were admitted into the centre but arrangements to ensure that they made good progress in their learning required review. For example, there were no formal mechanisms in place for the sharing of information on those children receiving support from the Early Intervention Programme. In addition, individual education plans were not developed for such children in order to assist staff track and measure the progress they made in their learning over time. As a consequence, staff were unable to successfully plan progression in the children's learning and parents were not provided with adequate information to ensure continuity of practice across settings.

Leadership and management

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

The Centre Manager had worked at Quality Child Care for twenty years as both teacher and leader. She had been successful in addressing a number of recommendations from the last inspection of the centre in 2013. For example, all staff followed the Cayman Islands Early Years curriculum after training and guidance following the last inspection. However, leadership in the centre was judged to be weak because there were a number of important weaknesses in key aspects of the work of the centre including the quality of teaching and children's progress in communication, well-being, respect and exploration. The Centre Manager did not review the work of staff with sufficient rigour and record-keeping in a range of contexts required improvement.

Self-evaluation and improvement planning were weak because arrangements to monitor the quality of teaching and standards of achievement were irregular and not recorded with sufficient attention to detail. A school improvement plan was in place but priorities were linked to areas identified in the 2013 inspection report. These were therefore outdated and did not reflect the current strengths and weaknesses of the centre. The Centre Manager had not undertaken a review of the performance of the centre aligned to the Cayman Islands Government self-evaluation and inspection framework. Staff attended training from time to time but the focus for professional development was not tailored to the weaknesses in teaching identified through lesson observations conducted by the Centre Manager.

There were satisfactory links with parents, though community partnership and links with other schools, particularly feeder schools, required improvement. In the pre-inspection survey, which was completed by a minority of parents, there was a high level of satisfaction. A parent-teacher association supported with fund-raising and with the organisation of special events for the children. The school had offered workshops for parents, which raised awareness regarding child protection and aspects of the curriculum. Communication between home and school was regular including the publication of termly newsletters and these kept parents informed of important events in the coming session. Reports were sent home and these included helpful information about the children's achievement in key areas of learning. These required further development to identify next steps in learning and an indication of each child's achievement against developmental milestones. Links with other local schools were under developed and further attention should be given to improving arrangements for children's transition from pre-school to primary education.

Staffing and the learning environment were judged to be weak because the Centre Manager was relying upon parent volunteers to staff classes. From the beginning of the academic year the staff team had been depleted and the Centre Manager had not been able to secure permanent, qualified staff to certain classes. The facilities were satisfactory and children enjoyed use of a spacious outdoor area, which was equipped with climbing apparatus. Resources within the centre required improvement and re-organisation. Classroom libraries were not attractively organised or well resourced. Children had insufficient access to toys and games to support their acquisition of skills in information technology.

Survey results

Eighteen parents and six staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Most parents expressed satisfaction with the quality of education provided by Quality Child Care. Although most were relatively new to the Centre they stated that their children had been supported well in the transition into class at the beginning of the year. Most parents stated that their children were safe and well cared for at the Centre. They felt that the leaders were effective and that the staff were qualified and sufficiently skilled in their work. Most parents believed that their children were making good progress in their communication skills but a majority were unsure about other areas of the curriculum. A few stated that, because the children had only recently started to attend their classes, they were unsure about progress in aspects of mathematical and scientific learning. Six parents made comments in addition to their survey question responses and all stated that they were particularly pleased with the attention staff gave to ensure their children's health and safety.

Most of the staff completed the survey and most had worked at Quality Child Care for three years or more. All were highly positive about the work of the Centre. They all felt that the Centre was well led and that there were sufficient resources available to support their work with the children. All felt that Quality Child Care offered a good quality of education overall and that the Centre benefited from good links with parents and the local community. In their comments the staff recognised the support received from parents and expressed commitment to the ongoing improvements planned for the Centre in the future.

What happens next?

As the Office of Education Standards has judged the overall performance of Quality Child Care to be weak, there will be a follow-through inspection of the centre within six months of the publication of this report. Quality Child Care will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2019

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

Response	Percentage	Count
Less than one year	61.11%	11
More than one year but less than three years	27.78%	5
More than three years	11.11%	2
	Answered	18
	Skipped	0

What is your nationality?

66.67%

Caymanian

33.33%

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	38.89%	7
Agree	55.56%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	27.78%	5
Agree	22.22%	4
Disagree	0.00%	0
Strongly Disagree	5.56%	1
I am unsure or unable to answer the question	44.44%	8
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	22.22%	4
Agree	27.78%	5
Disagree	0.00%	0
Strongly Disagree	5.56%	1
I am unsure or unable to answer the question	44.44%	8
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	58.82%	10
Agree	29.41%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	52.94%	9
Agree	35.29%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	41.18%	7
Agree	23.53%	4
Disagree	0.00%	0
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	29.41%	5
	Answered	17
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	60.00%	9
Agree	26.67%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.33%	2
	Answered	15
	Skipped	3

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	60.00%	9
Agree	40.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	15
	Skipped	3

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	46.67%	7
Agree	46.67%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.67%	1
	Answered	15
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	40.00%	6
Agree	40.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	3
	Answered	15
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	26.67%	4
Agree	40.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	33.33%	5
	Answered	15
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	42.86%	6
Agree	50.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.14%	1
	Answered	14
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	35.71%	5
Agree	50.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	2
	Answered	14
	Skipped	4

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	57.14%	8
Agree	35.71%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.14%	1
	Answered	14
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	42.86%	6
Agree	35.71%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	21.43%	3
	Answered	14
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	42.86%	6
Agree	21.43%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	35.71%	5
	Answered	14
	Skipped	4

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	35.71%	5
Agree	57.14%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.14%	1
	Answered	14
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	21.43%	3
Agree	42.86%	6
Disagree	0.00%	0
Strongly Disagree	7.14%	1
I am unsure or unable to answer the question	28.57%	4
	Answered	14
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	35.71%	5
Agree	42.86%	6
Disagree	0.00%	0
Strongly Disagree	7.14%	1
I am unsure or unable to answer the question	14.29%	2
	Answered	14
	Skipped	4

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	69.23%	9
Agree	15.38%	2
Disagree	7.69%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	1
	Answered	13
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	35.71%	5
Agree	35.71%	5
Disagree	0.00%	0
Strongly Disagree	7.14%	1
I am unsure or unable to answer the question	21.43%	3
	Answered	14
	Skipped	4

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	7.69%	1
Agree	46.15%	6
Disagree	7.69%	1
Strongly Disagree	7.69%	1
I am unsure or unable to answer the question	30.77%	4
	Answered	13
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	7.69%	1
Agree	69.23%	9
Disagree	0.00%	0
Strongly Disagree	7.69%	1
I am unsure or unable to answer the question	15.38%	2
	Answered	13
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	64.29%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	35.71%	5
	Answered	14
	Skipped	4

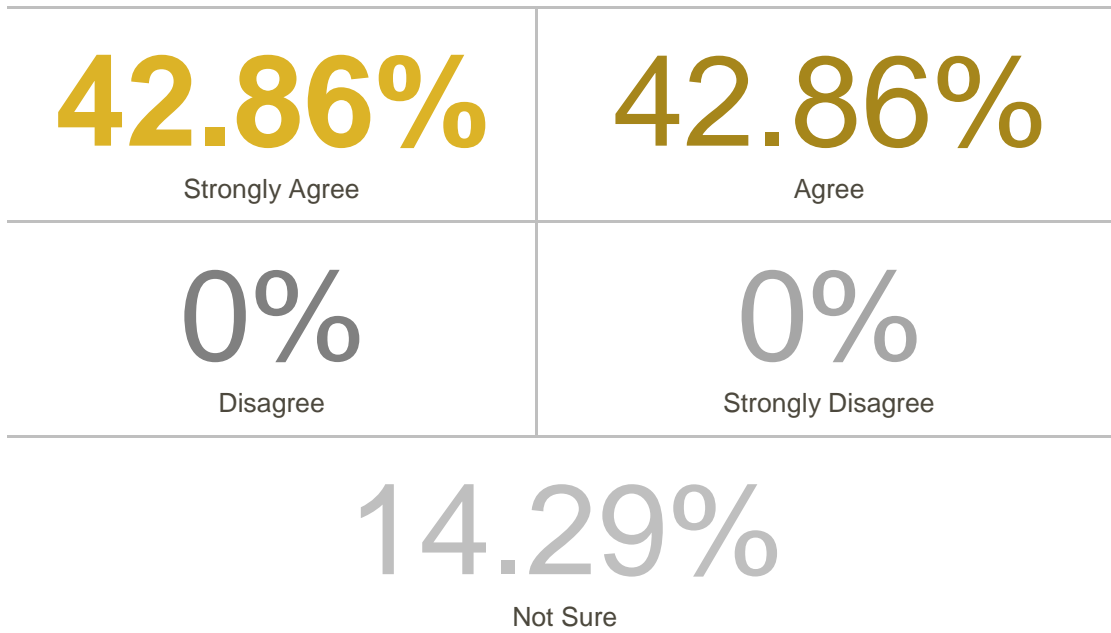
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	50.00%	7
Agree	42.86%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.14%	1
	Answered	14
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	50.00%	7
Agree	35.71%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	2
	Answered	14
	Skipped	4

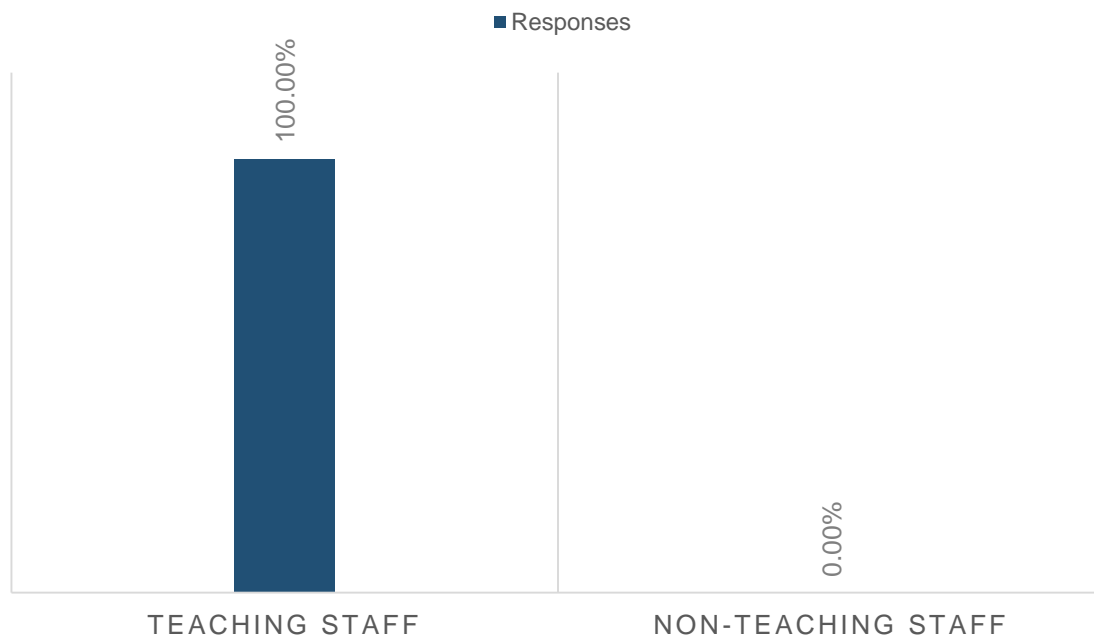
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	14
Skipped	4

Office of Education Standards | Staff Survey 2019

What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	16.67%	1
More than one year but less than three years	0.00%	0
Three years or more	83.33%	5
	Answered	6
	Skipped	0

What is your nationality?

33.33%

Caymanian

66.67%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	20.00%	1
Agree	80.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	60.00%	3
Agree	40.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	60.00%	3
Agree	40.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	80.00%	4
Agree	20.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	80.00%	4
Agree	20.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	80.00%	4
Agree	20.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	40.00%	2
Agree	40.00%	2
Disagree	20.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	100.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	80.00%	4
Agree	20.00%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

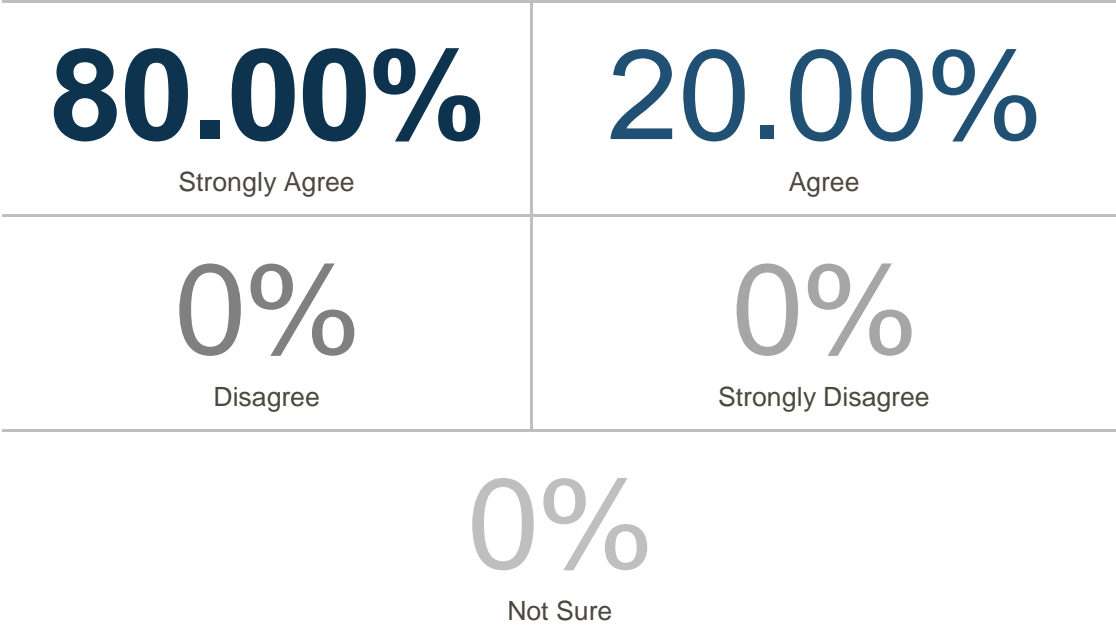
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	20.00%	1
Agree	80.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100.00%	5
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	5
	Skipped	1

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



Response	Count
Answered	5
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

