



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

JUST FOR KIDS PRE-SCHOOL AND DAY CARE

OFFICE OF EDUCATION STANDARDS

January 2019

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

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In The Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Just For Kids Pre-School and Day Care

Name of ECCE centre	Just For Kids Pre-School and Day Care
Address	138, Orange Drive, Prospect, Grand Cayman
Telephone	345-947-4543
E-mail address	Just4kidspreschoolky@gmail.com
ECCE centre website	None
Name of manager	Ms Judith Leslie
Name of owner (If different from manager)	Evelyn Rockett (Director)
Centre's hours of operation	Monday to Friday 7am to 6pm
Number of children on roll	134
Number of teaching staff	6
Number of support staff	12
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	0	0	0
12 -18 months	5	2	7
18 - 36 months	20	21	41
36- 48 months	45	38	86
Total	73	61	134

There were 134 children on roll at Just for Kids Pre-School and Day Care Centre ranging in age from 12 months to four years. The Pre-School was organised into seven classes in total including one nursery class for infant children and two classes for the two, three and four-year olds.

The context of the centre

Just for Kids Pre-School and Day Care was opened in February 2000 with the aim to provide affordable early childhood education for children on the Cayman Islands. The goal was to help children to become independent, self-confident and inquisitive learners. The purpose-built premises were located in the Prospect residential area of Grand Cayman.

There were 134 children on roll. Most children were of Caymanian heritage, with others from eight different nationalities.

The Pre-School followed the Cayman Islands Early Years Curriculum Framework. The outdoor learning area was carefully planned and considered. It included discrete play areas for children of different ages, with age appropriate and increasingly challenging equipment. The outdoor space included a sensory area and a greenhouse which further supported the delivery of the curriculum. Additionally, the curriculum was enriched by trips to places of interest and a programme of regular visitors to the school.

Key strengths

The inspection identified that the key strengths of the Just for Kids Pre-School were:

- the good quality opportunities children have to develop physical skills and understand their culture, heritage and religion;
- the positive relationships between children, staff, parents and the wider community;
- teachers knew children well and were able to identify their needs and provide well-matched additional support or greater challenge as needed;
- the inclusive nature of the Pre-School offered all children, including those with special educational needs, a caring and nurturing environment in which to learn;
- the commitment of the school director and leaders at all levels to school improvement and better outcomes for children.

Recommendations

For the Pre-School to improve further leaders should:

- increase the opportunities for children to develop scientific exploration, express themselves creatively and reflect on their experiences;
- improve the quality of teaching so that there is greater consistency and a better balance of teacher directed and child-initiated learning;
- ensure that systems for assessment are embedded and analysis of data is used to support curriculum and improvement planning;
- self-evaluate more effectively and put written development plans in place to target areas for further improvement;
- formalise systems of governance so that the newly formed advisory committee holds Pre-School leaders to account.

Summary

Overall Evaluation - Satisfactory

Just for Kids Pre-School and Day Care was judged to be satisfactory overall. This was because most quality indicators were found to be satisfactory including children's achievement, teaching and leadership. Additionally, children's learning, assessment, the curriculum, health and safety, and care and support of children were also found to be satisfactory. Childrens' achievement in most areas of the curriculum was satisfactory. Achievement in science, creative expression and reflection was weak but in movement, culture and religious understanding it was good.

The Pre-School had no significant weaknesses and the arrangements for child protection and safeguarding met requirements.

Self-evaluation and improvement planning processes were weak because they were not formally documented nor sufficiently detailed. Governance was also weak because the very recently convened advisory body had not started their work of supporting school improvement and holding leaders to account.

Achievement

EXPLORATION	Evaluation
Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	Good
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.	Satisfactory
Technological: Children experiment with tools, materials and equipment through independent and guided opportunities.	Satisfactory

Movement was judged good. There was a good range of equipment in the outdoor area which provided increasing challenge as children grew older and their gross motor skills developed. The youngest children had access to push along toys as they learned to walk, and older children enjoyed the use of a range of climbing frames. The majority of children developed a good awareness of rules for safe movement in different environments both inside and out. They enjoyed running and climbing both individually and as groups, for example, when they played games in large groups such as 'Shark!' and 'Hide and Seek'.

Sensory exploration was judged satisfactory. The school had developed a sensory area alongside other outdoor areas which meant that most children had access to a range of materials, both natural and manufactured which enabled them to explore using multiple senses. However, teachers did not make effective use of the areas to develop conversations that extended children's descriptive language.

Scientific exploration was judged weak. Children were given opportunities to grow plants and take part in visits to see the underwater environment. Only a minority of children developed skills of observation or had sufficient opportunities to collect, organize, describe and make representations of results using a variety of resources. Whilst they were encouraged to recall

what they had seen, they did not regularly apply reflective thinking to ascertain why things happened or how things worked.

Mathematical exploration was satisfactory. Most children's work showed that they developed an understanding of number and had opportunities to work with shapes and use every day mathematical language. The work was often completed on worksheets and as a result they were not given sufficient opportunities to make predictions, communicate their ideas or find solutions to problems through trial and error.

Technological exploration was judged satisfactory. Most children were able to use a variety of media and tools. For instance, children used rollers and cutters when playing with dough and used simple equipment such as scissors. They also used cameras and digital tablets confidently to take pictures of the fish on their boat trip. These experiences were often directed by the adults and so the children did not have opportunities to use these tools and equipment creatively to express their own thoughts and ideas.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Satisfactory
Others: Children understand how their role and the roles of others impact the community.	Satisfactory
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.	Good
Religion: Children have an awareness of and respect for their own and other religions.	Good

Self-respect was judged satisfactory. Most children developed a positive sense of who they were and were encouraged to understand how their actions affected themselves and others. Most children behaved well and at an age-appropriate level they understood behavioural expectations. Through play, older children showed their independence when preparing food and being able to set a table for a meal. There were limited opportunities for children to be group leaders. Too often staff tidied away learning and play activities for children rather than helping them learn to clear up after themselves.

Respect of others was satisfactory. Most children were encouraged to respect adults and other children. Kindness and care for others was positively reinforced. Most children steadily learned to take turns and share resources through games and when working alongside or with peers.

There were few opportunities for older children to learn to follow the rules of board games or outside games such as Hopscotch. There were regular opportunities for children to show their respect to members of the wider community, for example when taking part in school trips and when interacting with fire fighters. Opportunities for children to express their feelings in group discussions or listen to stories that promoted sharing and turn taking were less frequent.

Environmental respect was judged to be satisfactory. The eldest children were learning about how to act responsibly and help preserve the natural world. They could talk about problems associated with plastic and other waste in the ocean. They also engaged in projects that promoted the reuse of materials and some basic recycling activities. There were good opportunities for most children to learn about the Cayman environment, but only a few learnt about a wider range of contrasting environments in other parts of the world.

Respect of culture was good. Through a variety of activities most children gained a deep awareness of their own culture. Children learned about traditional Cayman recipes. Almost all children sang the national song during devotion and when raising the national flag. Learning about traditional crafts, boats and fans helped the children to gain a familiarity with past traditions and their culture. They enjoyed visits from the Swanky Kitchen Band and learned how they were preserving traditional kitchen dance music. There were few opportunities for children to develop an understanding of other cultures around the world.

Religious respect was good. Almost all children actively participated in morning devotional activities. They listened to and interacted with Bible stories such as Daniel and the lions' den. They were attentive and especially well-behaved during devotion, demonstrating their respect. At regular intervals during the inspection visit children spontaneously sang hymns. They could retell the story of Christmas through decorated worksheets and were starting to learn about the meaning of Christian symbols. They were less familiar with other major religions.

COMMUNICATION	Evaluation
Verbal and Symbolic: Children interpret information received and effectively express themselves in a variety of ways.	Satisfactory
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

Verbal and symbolic communication was satisfactory. Most infants made eye contact with caregivers and babbled and vocalized when engaging with adults. Most toddlers imitated what adults said and their vocabulary developed appropriately. Most older children could express themselves with growing confidence and enjoyed listening to stories such as 'Eyes, nose, fingers and toes'. The development of meaningful conversation was limited by the quality of adult questioning which often required only single word answers rather than encouraging dialogue. Older children learned to form letters correctly but their writing skills were under-developed.

Listening was judged satisfactory. Throughout the day there were regular opportunities for all children to participate in a variety of engaging listening activities. Typically, these included nursery rhymes, stories and games. Most children were attentive and demonstrated active listening through their verbal responses. Opportunities for children to respond creatively to what they have heard through art, dance and drama was more limited.

Creative expression was weak. Most children were able to decorate worksheets selecting from a variety of resources and materials that adults had provided. Older children occasionally took photographs to record experiences and engaged in guided rhythm experiences using percussion instruments. However, creative expression was restricted because adults directed too many learning activities and narrowed choices. There were not enough opportunities for children to retell stories through drama and puppetry or express themselves more freely through a variety of art media, dance and musical exploration.

Literacy was judged satisfactory. The toddlers enjoyed looking at wordless fabric books. Older children handled books well and enjoyed listening to shared stories. Whilst most children were appropriately exposed to a selection of stories few were linked to their own cultural heritage or exposed children to other cultures. Some of the most able children could read simple texts independently. Non-fiction books were rarely available to support themes children were learning about. At their own pace, children developed phonological awareness at an expected level.

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

Children's well-being was developed satisfactorily in relation to their health. Most children developed the capacity to recognise and communicate their bodily needs and demonstrated

growing independence in this area. They responded enthusiastically to opportunities for outdoor play. The school supported healthy eating through their nutritious food at lunchtimes and morning break and older children were able to distinguish between healthy and unhealthy items. Children's emotional development was satisfactory. The majority of children displayed a growing capacity to self-regulate and manage frustrations. When they were unable to do so they acknowledged and accepted guidance such as being asked to say 'sorry'.

Social development was satisfactory. Most children were able to work together appropriately in groups and developed positive relationships with peers and adults. This was evident as they sang songs together enthusiastically on the school bus. They were able to apply codes of behaviour such as responding with 'Yes ma'am' when spoken to and were developing an ability to recognise unacceptable behaviour when it occurred.

The development of reflective skills was weak. The majority could only recall of facts during reflective activity rather than a consideration of social interactions and how they might feel about their own interactions with others. There were limited examples of children engaging in problem solving activities and discussions or talking about their feelings in conflict situations. Opportunities to respond to reflective thoughts through creative expression were limited by adult directed formats, such as the fire collage.

Teaching, learning and assessment

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

Teaching was satisfactory overall because the quality across the school was variable. Where teaching was better the work challenged and extended children's skills and knowledge but too often activities provided were at a low level. Teachers organised real-life experiences such as the trip to the supermarket, the glass-bottomed boat and the visit by firemen which enthused and motivated children. In contrast, there was an over reliance on worksheets and photocopied templates. At times these were inappropriate for the age group, particularly younger children and often underestimated children's capacities, particularly in the use of expressive media. For instance, children were given photocopied templates of animals rather than being expected to use their own drawings. Teachers' questions were often focused on recall of facts rather than exploring children's thinking. As a result, questioning was used to check children's knowledge, often at a low level, rather than involving children in predicting outcomes or expressing opinions.

Learning was satisfactory. There was a clear focus on basic skills such as literacy and numeracy. However, because activities were often limited to worksheets children did not have enough opportunities for independent learning. As a result, there were few examples of children deepening their understanding by investigating concepts or ideas, thinking for themselves or finding creative ways of showing their understanding. Where children were actively engaged in play-based activities such as role play in the home corner, or in the farm shop they were able to work through their thinking with others.

Assessment was satisfactory. Teachers engaged in extensive informal observation of children and they knew the children well. This allowed them to group children in order to meet their needs effectively. New ways of collecting and recording assessment information, such as using post-it notes and collating data over time had been introduced but were not yet fully embedded. Consequently, data was not yet being analysed rigorously to provide teachers with robust information on which to make decisions about teaching and learning. Teachers collected evidence over time in children's portfolios that showed progress over time for individual children.

Curriculum

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

The curriculum was satisfactory. The curriculum was delivered through broad themes. During the inspection these included: parts of our body, people in our community that help us and under the sea. This approach enabled links to be made to other areas of the curriculum, strengthening children's understanding.

The curriculum was generally broad and balanced. All aspects of the Cayman Islands Early Years Curriculum Framework were evident in children's current learning and in samples of their previous work. However, a few strands of the curriculum such as scientific exploration, creative expression and children's reflections on their experiences were visited less frequently or in less depth. This impacted on the quality of children's outcomes in these areas. Timetables restricted curriculum delivery because too much time, especially for older children, was used for routine activities at the expense of quality learning time and structured play.

The curriculum was regularly reviewed leading to revisions and adaptations being implemented. For example, themes that ran for six weeks had been reduced to five to improve the pace of learning. Appropriate adjustments to the curriculum were also made to match the individual needs of children, especially able children who required greater challenge.

A variety of trips and visitors from the local community helped to enhance the curriculum. During the time of the inspection, four-year olds went on a boat trip and local fire fighters visited the three-year olds. These experiences were carefully planned to effectively enrich the children's learning experiences.

Safety and support

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

Provision for the health and safety of children was satisfactory. All requirements for certification were in place and the requisite inspections completed. The environment inside and in the outdoor learning areas was clean, safe and hygienic with maintenance personnel readily available to address any issues arising. Procedures for administering medicines were clear. First aid training had been carried out and there were first aid boxes in all classrooms and outside. All parents reported that children were safe and well cared for. Teachers had appropriate child protection training. The school was committed to healthy eating policies, which were evident through the provision of healthy snacks and nutritious lunches, though afternoon snacks provided by parents were not always reflective of the policy. Children also learned about healthy eating as part of their curriculum and were expected to rest every afternoon.

Support and guidance were satisfactory. The school had an inclusive approach to children with special needs. Early informal observations ensured that special educational needs were identified quickly and with the permission of parents, the early intervention unit was able to provide effective support and guidance. Provision was made for children who needed additional help to have support outside the general classroom provision. The school ensured that they also supported staff through the provision of training. Individual education plans identified targets for children with special needs. Systems for tracking the progress of children, including those with special needs, were in the early stages of development.

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	Satisfactory
Staff and the learning environment	Satisfactory

The leadership of the Pre-School was satisfactory. The school director, manager and leaders demonstrated a commitment to continual development of the Pre-School. They had identified areas needing greater focus and demonstrated the capacity to make the required improvements. All staff showed a strong commitment to the ethos of the Pre-School and its values. The director ensured that all staff engaged in regular professional development training. Most recently, teachers took part in a series of sessions to support the learning of children identified with special educational needs. The roles of senior staff were defined and understood by all staff. Performance management of staff and lesson observations were at an early stage of development. An advisory committee had been very recently formed but had not begun the work of supporting school improvements and holding leaders to account.

Self-evaluation and improvement planning were weak. The self-evaluation processes focused solely on children's outcomes and was overly generous. Leaders identified areas of the school's work needing improvement but there was no written school development plan. Leaders sometimes visited lessons, and this helped them to know teachers' strengths and areas needing support. Formal monitoring of the quality of teaching and learning was at an early stage of development. It was not systematic and there was insufficient documentation. Members of staff did not have individual targets or regular review meetings to discuss their progress. Since the last school inspection in June 2013 standards had risen and satisfactory progress had been made in addressing the majority of recommendations.

Links with parents and the community were satisfactory. Parents who filled in the surveys and met with the lead inspector were very positive about the Pre-School. The procedures for communicating with parents were good. There were productive links with the community including visits made by the elderly, giving the children a focus for caring and performing songs, and neighbours living close to the school read stories to the children. There were regular opportunities for parents to talk with teachers and receive verbal updates on their child's progress. Not all written reports included the next steps for children's academic, personal or social learning.

Staffing and the learning environment were satisfactory. There were sufficient staff working with the children and they had appropriate qualifications. Staff turnover was low. There was an appropriate range of resources, including technology, to enhance children's learning. The premises were maintained effectively. The outdoor learning area was a strength. It was carefully planned to enable children of all ages to be challenged and to develop their physical skills well. The indoor learning areas were less well organised. There were insufficient photographs and labels on storage containers to help children independently choose resources to play with. Consumable resources, art media and implements were not readily available for children to select.

Survey results

109 parents and 15 staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two in this report.

Parents of children from all year groups completed the online survey in advance of the inspection. Almost all parents felt their children were making good progress in literacy and communication. Most parents thought that their children were making good progress in mathematical skills and understanding. The majority thought that their children were making good progress in scientific understanding. Almost all parents agreed that their children's personal and social skills progressed well and the majority agreed their children were acquiring good environmental understanding. Almost all parents judged the quality of teaching to be good. Almost all parents agreed that their child enjoyed attending and learning at the Pre-School. Almost all believed that their children were inspired to learn and that they had a wide range of play opportunities. The majority of parents believed there were regular visits and visitors. All parents believed that their children were well cared for and safe. Most parents felt that the Pre-School was fair to them. Most parents felt that the staff dealt with poor behaviour well and almost all believed that the Pre-School was well led. Almost all parents felt the school responded to their concerns. Twenty-three offered comments with in this survey and almost all of these stated how happy they work with the Pre-School. There was one suggestion that staff contact parents when anything happened to their child during the day so that parents would know how to handle their child when they picked them up later in the day.

Fifteen members of the staff completed the survey. A majority had worked at the school for more than three years. Almost all felt that the Pre-School was well led with all feeling they were involved in self-evaluation and improvement planning. The comments made by staff reflect pride in their establishment and there was a high level of support for all aspects of the work of the Pre-school. All felt the Pre-School provided a safe and caring environment for all members of the community and that parents were effectively involved. Almost all felt that parent meetings were well attended and helpful. All felt that the Pre-School provided food of sufficient variety, quality and quantity and that the setting helped children choose healthy lifestyles. Almost all felt that the Pre-School effectively supported their professional development, and all considered there were sufficient resources of good quality to support their work. Most staff felt that children's behaviour was good and almost all felt the setting dealt with poor behaviour effectively. All reported that children were taught conflict resolution in age-appropriate ways and that the children were treated fairly. All staff believed there were good assessment systems and almost all considered children with special educational needs were well supported.

What happens next?

As the Pre-School was judged to be providing overall 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	46%	42
More than one year but less than three years	39%	36
More than three years	15%	14
	Answered	92
	Skipped	3

What is your nationality?

81%

Caymanian

19%

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	75%	69
Agree	24%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	92
	Skipped	3

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	42%	38
Agree	39%	35
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	16
	Answered	90
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	35%	32
Agree	35%	32
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	27%	25
	Answered	91
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	64%	58
Agree	35%	32
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	91
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	53%	48
Agree	44%	40
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	3
	Answered	91
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	38%	35
Agree	43%	39
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	14
	Answered	91
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	66%	60
Agree	33%	30
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	91
	Skipped	4

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	66%	60
Agree	32%	29
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	91
	Skipped	4

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	59%	54
Agree	38%	35
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	91
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	54%	49
Agree	37%	34
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	8
	Answered	91
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	22%	20
Agree	31%	28
Disagree	8%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	40%	36
	Answered	91
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	70%	62
Agree	30%	26
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	88
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	46%	41
Agree	40%	36
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	11
	Answered	89
	Skipped	6

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	58%	52
Agree	39%	35
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	89
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	48%	43
Agree	36%	32
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	11
	Answered	89
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	29%	26
Agree	24%	21
Disagree	0%	0
Strongly Disagree	1%	1
I am unsure or unable to answer the question	46%	41
	Answered	89
	Skipped	6

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	66%	56
Agree	33%	28
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	85
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	53%	45
Agree	33%	28
Disagree	6%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	7
	Answered	85
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	58%	49
Agree	40%	34
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	85
	Skipped	10

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	56%	48
Agree	34%	29
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	6
	Answered	85
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	58%	50
Agree	32%	27
Disagree	6%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	Answered	85
	Skipped	10

Parent meetings are helpful, and they are held regularly.

Response	Percentage	Count
Strongly Agree	40%	34
Agree	47%	40
Disagree	8%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	Answered	85
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	47%	40
Agree	39%	33
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	9
	Answered	85
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	32%	27
Agree	42%	36
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	22
	Answered	85
	Skipped	10

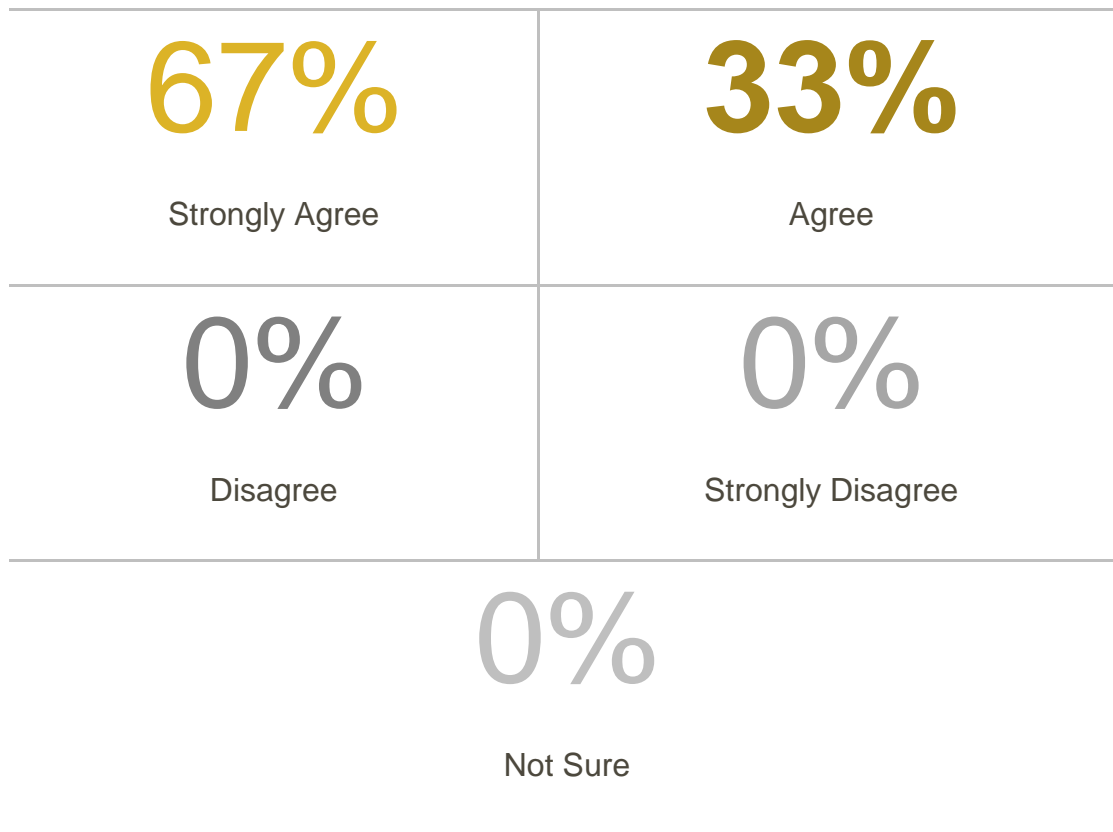
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	56%	48
Agree	31%	26
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	11
	Answered	85
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	54%	46
Agree	42%	36
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	Answered	85
	Skipped	10

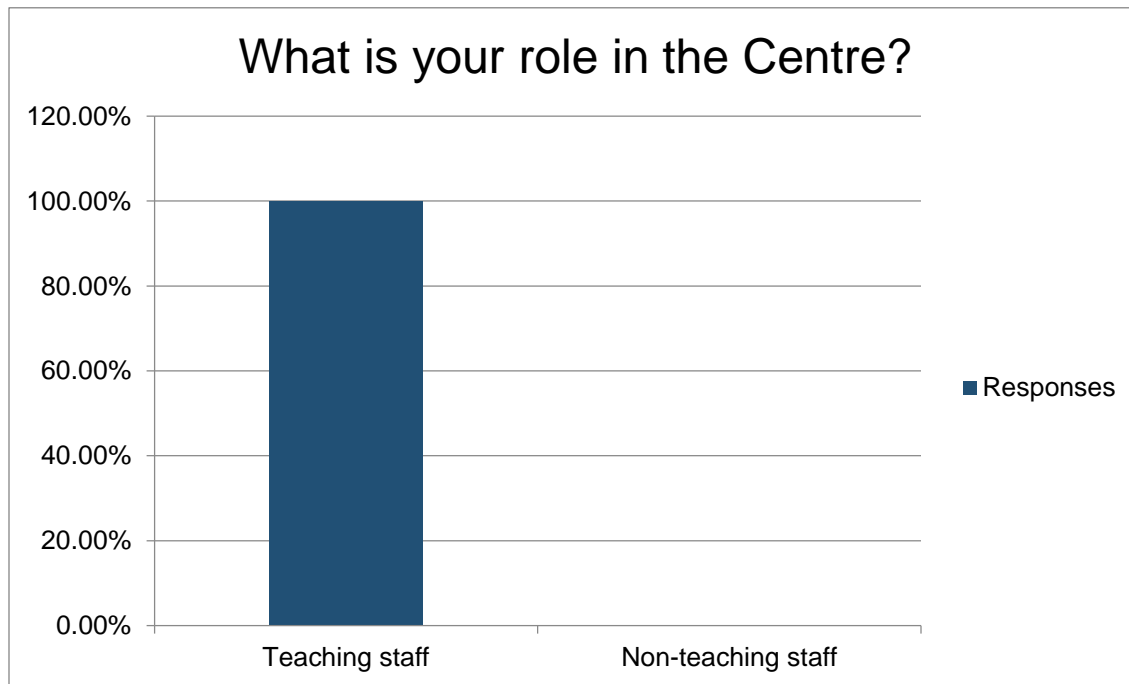
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	85
Skipped	10

Office of Education Standards | Staff Survey 2018

What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	20%	3
More than one year but less than three years	13%	2
Three years or more	67%	10
	Answered	15
	Skipped	2

What is your nationality?

7%

Caymanian

93%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	7%	1
Agree	80%	12
Disagree	13%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	33%	5
Agree	67%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	33%	5
Agree	67%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	80%	12
Agree	20%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	80%	12
Agree	20%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	67%	10
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

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	80%	12
Agree	20%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	67%	10
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

The Centre deals effectively with incidents of poor behaviour.

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

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

Response	Percentage	Count
Strongly Agree	86%	13
Agree	7%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	80%	12
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	2

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	73%	11
Agree	20%	3
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	27%	4
Agree	73%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	53%	8
Agree	40%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	66%	10
Agree	27%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	2

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	47%	7
Agree	53%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	60%	9
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	2

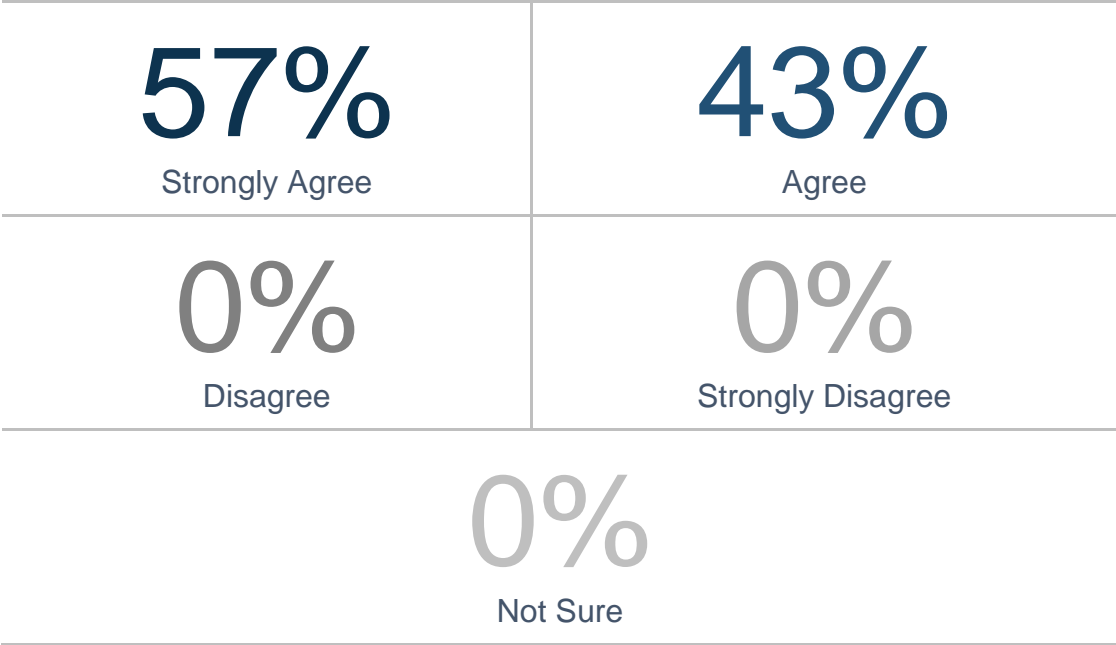
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	60%	9
Agree	40%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	56%	9
Agree	44%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	1

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



Response	Count
Answered	14
Skipped	3

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

