



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

SPROGS GARDEN PLAY SCHOOL

OFFICE OF EDUCATION STANDARDS
January 2020

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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 Sprogs Garden Play School

Name of ECCE centre	Sprogs Garden Play School
Address	832, Walkers Road, George Town, Grand Cayman
Telephone	345-746-7529
E-mail address	info@sprogs.ky
ECCE centre website	www.sprogs.ky
Name of manager	Ms. Nicola Williams
Name of owner (If different from manager)	Ms. Carolyn Chaloner and Ms. Nicola Williams
Centre's hours of operation	Mon-Fri 7:30am to 5:30pm
Number of children on roll	67
Number of teaching staff	11
Number of support staff	1
Date of last inspection	NA

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	0	1	1
12 -18 months	3	2	5
18 - 36 months	17	16	33
36- 48 months	18	10	28
Total	38	29	67

The context of the centre

Sprogs Garden Playschool is a new early years centre that opened in February 2018 and is owned and managed by Ms. Carolyn Chaloner and Ms. Nicola Williams. Ms. Williams is also the Head of School. The centre is located on Walkers Road, George Town, Grand Cayman.

The playschool's opening hours are Monday to Friday from 7:30am to 5:30pm. The programme is flexible, and parents have a choice of their children attending for a full day, a half day or afternoons only. There are four classes as follows: Infants, Junior Toddlers, Senior Toddlers, and Preschool. At the time of the inspection there were 67 children on roll. There were five on roll with identified special educational needs.

The playschool's philosophy is to offer a 'garden playschool' approach to early childhood care and education. The playschool embraces the Cayman Island's Early Years Curriculum Framework Aspirational Statement: 'Children will be self-confident, resilient, critical thinkers who are intrinsically motivated to explore their world through play and active learning and are able to clearly and creatively communicate their thoughts and ideas with respect to the people and world around them'. The playschool's leaders place great emphasis on co-operative and collaborative learning and actively promoting children's skills and understanding.

The playschool offers small class sizes, spacious rooms and a garden playground where children can explore and play together.

Key strengths

Inspectors identified the following key strengths in Sprogs Garden Play School:

- The excellent social, emotional and physical health programmes which result in children being confident, resilient and collaborative learners;
- Children have a high level of respect for others and for their environment;
- The development of children's scientific enquiry skills and their investigative use of a wide range of tools, media and resources;
- Effective communication and relationships with parents, which promote parental involvement in their children's learning.

Recommendations

Inspectors identified the following areas to support the continued improvement of the centre:

- Ensure that the planned and taught curriculum includes the promotion of children's awareness of and respect for their own and other religions;
- Actively seek links with external partners, including schools and community groups, so as to further enhance children's learning experiences.

Summary

Overall Evaluation - Good

The overall performance of Sprogs Garden Playschool was good. The school performed well in all major aspects of its work. Senior staff demonstrated good capacity to lead further improvements. There were a number of excellent features, particularly with regard to the promotion of children's health and well-being.

Across all quality indicators, almost all judgements were at least good and these included:

- teaching, learning and assessment in each of the four classes;
- the curriculum;
- arrangements for support and guidance, and;
- most aspects of leadership.

The school also had a number of excellent features which included:

- aspects of children's achievement in exploration, respect and well-being;
- links with parents and the community.

Sprogs Garden Playschool was judged to be good because the staff effectively delivered a highly inclusive and positive learning environment. Children throughout the school responded to the learning opportunities presented to them with interest and curiosity. Almost all children were enthusiastic about their learning and the staff made very good use of the rich and stimulating outdoor area which effectively promoted children's multi-sensory and exploratory learning. Enjoyment was a strong feature of learning throughout the inspection.

There were excellent relationships between children and adults and amongst the children. Parents were extremely positive about the playschool and particularly how it had developed their children's confidence and sense of self.

Achievement

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

Children's movement skills were excellent because they had frequent opportunities to develop their fine and gross motor skills. Almost all of the children manipulated a range of tools such as paint brushes, chalk, plastic cutting tools, toys and equipment with ease and confidence. Chalk boards and easels were positioned at heights that enabled children to enjoy developing their emerging writing and painting skills. Outdoors, almost all children demonstrated themselves to be agile, resourceful and inquisitive. They climbed a tree, ran, jumped and enthusiastically pushed toy shopping trolleys and rode trikes, but always with safety in mind, and there were no accidents. The enticing outdoor areas were used well by children in all classes.

Sensory perception was good because children frequently used their senses to actively explore their environment, both indoors and outside. They controlled their physical movements well. The Infant class children responded well to adults' speech and gestures with good eye contact and responses of their own. Children handled resources carefully and treated any living creatures that they encountered with sensitivity. The Junior Toddlers could repeat adults' words such as 'bounce the ball' and 'upside down' to demonstrate that they had listened and understood. They also climbed steps, crawled through a tunnel, danced to a rhythm and drew with crayons. Children in each of the older classes used a range of media to express themselves with enjoyment and appreciation for their creations.

Children's scientific understanding was excellent. Planned activities such as the planting of seeds and the observation of their growth provided real life contexts which successfully promoted children's understanding of a plant's life cycle. Children in the Preschool class made predictions about how many days it would take for the seedlings to appear after planting the seeds. Similarly, children in the Senior Toddlers class recorded data on a simple picture graph, about which vegetable was most popular to plant. Additionally, staff made highly effective use of the outdoor learning environment to develop the children's skills and knowledge. For example, the rabbit enclosure and the vegetable garden in the outdoor play area successfully promoted children's understanding of living things and how things grow. Innovations such as the 'wonder wall' and 'interest wall' effectively promoted children's investigative skills and allowed them to apply reflective thinking to why things happen and how things work. All children regularly used a wide range of scientific resources such as binoculars, magnifying glasses, balance beam scales, magnets, measuring cups and books on science topics to promote their inquiry and research skills.

Children's mathematical understanding was good because most children had well planned opportunities to carry out practical work involving associated space and shape and measurement. They could also use their knowledge of number to create simple graphs and charts. Children's growing knowledge of mathematics was gained through their practical work, much of which was completed outdoors. This included sand and water activities, sorting items and role play in the 'Farmers' Market' where there was a cash register. In another example, children in the Junior Toddler class used a television remote control device to help them recognise the importance of numbers. Sand timers were used well to help children understand the concept of time. Children explored the characteristics of everyday objects using mathematical language such as 'above', 'behind', 'under' and 'on' to describe what they were doing. When carrying out investigations, children used vocabulary such as 'triangle', and 'three sides' to categorise plane shapes. Whilst staff did not routinely use questioning and mathematical vocabulary to promote children's understanding, for example, by counting children in the morning or referring to the day's date, the curriculum was rich in number songs and rhymes and resources included many lively story books that used mathematical language.

Children's technological understanding was excellent. Across the playschool, all children had regular access to a range of simple tools and media, which promoted their technological understanding and ability to express themselves. Most manipulated tools and items such as scissors, a television remote, a camera, paint brushes and nuts and bolts with dexterity. In the Senior Toddler class, the children kneaded play dough and talked about how it felt and looked. Toddlers ripped paper and used glue to make collages. Most children manipulated buttons and closers on dress-up clothes with ease. Children in the Junior Toddler class enjoyed sensory experiences outdoors such as making suds with soapy water. The youngest children enjoyed interacting with their reflections in mirrors. Older children had access to computers to promote the development of their early information technology skills.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Excellent
Others: Children understand how their role and the roles of others impact the community.	Excellent
Environment: Children will act responsibly in preservation of their natural world.	Excellent
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.	Satisfactory

The children's sense of self was excellent because almost all children demonstrated a strong understanding of their own rights and responsibilities. Almost all demonstrated age-appropriate understanding of the limits and boundaries of acceptable behaviour. Most completed a range of self-care activities independently such as using the toilets, washing hands and feeding themselves. Additionally, staff successfully promoted children's sense of responsibility by providing opportunities to pack away toys and resources in the outdoor play area and classrooms. Staff also sensitively supported children to understand the consequences of their behaviour and most children readily accepted their teachers' reinforcement and guidance. All staff demonstrated high expectations regarding children's independence and, in particular, their responsibility for learning. As a consequence, most children, including the youngest, demonstrated choice and independence. Moreover, children's sense of self and belonging was positively reinforced by displays of pictures of the children and their families across the playschool.

The aspect of others was judged as excellent. Almost all children demonstrated a mature level of care and concern for each other. They worked harmoniously together in small and large groups. Staff dealt skilfully with minor tensions that arose among children. Almost all children could capably reflect upon their actions, feelings and the feelings of others. They benefitted from the nurturing and enabling ethos of the setting, where positive relationships were an obvious strength. Children routinely demonstrated a willingness to share fairly and take turns with equipment and resources and when occasionally a little reluctant to do so, they responded very positively to staff intervention and guidance. All children sought to please their teachers and adored receiving verbal praise and recognition from them. Through role play opportunities, children developed a good appreciation of the people who help them in the community, such as fire-fighters and police officers.

The children's understanding of the environment was excellent. Almost all children demonstrated care for their school environment by helping to keep it clean. Almost all children were developing age-appropriate understanding of how the environment provides for us through the vegetables that they planted. In addition, they participated in a school recycling project which promoted their understanding of reuse and the conservation of resources. The school harvested rainwater and children enjoyed collecting water whenever it rained. Additionally, children were able to observe rabbits which were kept in the school garden area. Resources such as old egg trays were used by children as learning resources so that they were exposed to practical examples of recycle and reuse. Notably, the oldest children had created an elaborate three-dimensional map of Grand Cayman using recycled materials which promoted their understanding of the importance of recycling. Nonetheless, there was scope to raise further children's awareness of the natural world through visits to places in the local community that promoted environmental sustainability.

The way children gained awareness of their own culture and of other cultures around the world was good. Children in the Preschool class used the three-dimensional map of Grand Cayman to identify important places. The playschool was steeped in Caymanian tradition and boasted a Cayman mud kitchen indoors and one outdoors which were popular role play areas enjoyed by the children. In addition, all classes had displays of Caymanian national symbols and the oldest children sang the Cayman National Song well. Parents and community persons visited the preschool to share information about their cultures.

Children's awareness of and respect for their own and other religions was satisfactory. In the Senior Toddlers class, the teacher skilfully integrated pictures of religious festivals and symbols in a creative activity and shared information about religious practices in age appropriate ways to promote children's religious understanding. The older children said grace before meals. The further development of children's understanding of other religions was recognised by leaders as an area requiring improvement.

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

Verbal and symbolic communication was judged as good. Most practitioners across the setting supported children to develop skills of conversation so that children could communicate their needs, feelings and ideas. Most children displayed confidence in this area of learning, particularly in the Preschool class, where children could sustain conversations with others. Most of the toddler and preschool children demonstrated an emerging love of books. They handled books carefully, knew to 'read' from left to right and could join in with familiar stories in one to one or small group situations. Rhyme and singing were frequently used with children of all ages to facilitate effective language acquisition. The older children demonstrated emergent writing opportunities in a variety of contexts, including role play, where children wrote menus.

Listening was judged as good. Most children demonstrated good listening skills in a wide range of situations. For example, when given instructions to wash their hands or tidy up, most children readily did so. When listening to short stories, older children gave their teacher good eye contact. They could sustain concentration, participate where appropriate, and answer questions relating to the story. Children demonstrated the ability to sustain attentive listening when using headphones at a listening centre. During circle times, most children demonstrated behaviours that indicated active listening. When selecting name cards from a 'mystery basket' for example, most children in the Toddler class listened carefully, answered questions and recognised the sound of the initial letter of their name. In a Preschool class music and movement session, most of the children listened well, whilst also responding in movement to the musical stimulus and lyrics. The Preschool class sang along to the Cayman Islands National Song with enjoyment and good levels of participation.

Creative expression was judged to be good. Most children who chose to play with role play props such as dressing up clothes, a doll's house or a toy farm, could express themselves confidently as they played. Such activities provided good inspiration for children to develop and extend their vocabulary and sentence structure. Children worked with soft and wooden blocks and bricks to create impressive structures. These structures stimulated discussion and good

opportunities for reflection. Children made good use of natural materials of cultural significance, such as palm leaves, to stimulate their natural curiosity and creativity. They enjoyed painting, printing and mark making activities and most children were adept at learning through imaginative play as they explored numerous resources both within the classroom and in the outdoor area. Children make good use of their free choice time to develop their ideas without interruption and became engrossed in their preferred activity. This practice resulted in high quality learning, including problem solving. Children demonstrated contentment and high levels of independence.

Literacy was judged good. Most children understood that symbols are used to represent ideas and wrote marks and words according to their ages. In all classes, staff ensured a print rich learning environment. Children selected books independently and handled them with care, even at a very young age. They enjoyed free access to a good selection of books in both the indoor and outdoor environment. These included stories and literature from various cultures. Phonological awareness though emerging, was not strong, even though staff supported children to link symbols with sounds in naturally occurring situations. For example, when distributing their name cards, the children were encouraged to note, hear and say the initial sound of their name and those of their peers.

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

Children's health was judged to be excellent. Throughout the playschool, children very successfully practised their life skills by playing with, and using a very wide range of resources. Children slept comfortably in quiet spacious surroundings. Those who did not wish to sleep engaged in purposeful activity outside. There were excellent arrangements for promoting children's independence and encouraging children to make decisions for themselves. Routines such as toileting and hand washing were well established and most children understood their importance. Children brought nutritious food into the setting from home, and their attitudes and behaviour at snack times and lunch times were excellent.. Children had excellent opportunities to exercise using the very well-equipped garden areas. Almost all children demonstrated the capacity to make decisions.

Children's emotional development was excellent because almost all children, including those with additional needs, showed they could manage their feelings and behaviour well and demonstrated increasing resilience in being able to cope with difficulties. Children accepted guidance from staff as a matter of course because staff were excellent role models in the way that they conducted themselves. The adults' calm, friendly and consistent approaches provided the conditions for children to feel safe and to freely express themselves.

Children's social skills were excellent. Children throughout the playschool were successfully developing the ability to interact with others in a variety of contexts, such as circle time, story time, music activities and meal times. Children often created their own games and activities and they welcomed others who wanted to join them. All children behaved exceptionally well and worked and played harmoniously with each other. Children showed sensitivity to the needs of others and formed very positive relationships with adults and their peers.

Reflection was excellent because high quality social interactions through play-based experiences were the norm. All children were given freedom, time and choice to develop strong and trusting friendships with adults and their peers. Most of the Toddler and Preschool children were adept at reflecting upon their daily experiences and had the confidence to relate their ideas, assert their preferences, describe their actions and to ask for help when they needed it. Most children responded positively in resolving minor disputes with their peers and staff were skilled in helping the children to work out solutions for themselves. This practice was embedded from the very start with the youngest children and had resulted in most children demonstrating mature social skills by pre-school age.

Teaching, learning and assessment

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

The quality of teaching across the school was good. It was particularly effective in the Senior Toddler class. Teachers provided lessons and experiences that met the needs and interests of the children. The activities and the environment promoted children's enquiry skills and allowed children time to explore, work and play in sustained ways. Staff ensured that lessons motivated the children and gave them choices according to their stage of development, including those with additional needs. For example, in the Junior Toddler class, children used stamps to print pictures, others chose to build a tower with soft blocks whilst one asked a practitioner to read a story. In the Senior Toddler class, the use of songs and repetition of language kept the children interested and actively listening and encouraged them to take turns. After 'circle time' in the Preschool class, each child took their name card and placed it on the planning board to denote which activity they had chosen to take part in. Staff visited each activity to support and enhance learning. The youngest children showed interest in books and concentrated well as the teacher read the story. They were given plenty of time to explore their room and to use their senses to examine a range of small toys. In the few lessons where teaching was satisfactory, some children were not listening when others were trying to speak to the group and the adults' questioning did not promote children's spoken language development well enough. Throughout the playschool staff encouraged children to develop their independence and social skills. Staff showed genuine warmth for the children and ensured that they were kept happy and safe.

Learning was good because children throughout the playschool were curious, enthusiastic and very well behaved. Children made good use of opportunities to make choices about what they wanted to do, and they made good use of their time, whether concentrating alone when looking at a book for example, or when working with a friend to build a tower. The philosophy of the playschool, with its strong emphasis on outdoor learning and upon children being given opportunities to decide for themselves what they wished to do, allowed children to develop their physical, technical and social skills at the same time as their communication and enquiry skills. Children in the Senior Toddler and the Preschool classes in particular, were encouraged to reflect on their learning and chosen activities, though questioning did not always promote children's speaking skills sufficiently well.

Assessment was good. Assessment practices were used to good effect throughout the setting to identify and inform next steps for learning for all children. Through observation of children predominantly engaged in play-based learning, staff ensured agreed routines and systems of

assessment. Most staff could give an in-depth explanation of the key strengths and areas for improvement for the individual children in their care. This demonstrated how well they knew the children. Extensive photographic evidence had been collated and shared with colleagues and parents through the use of the 'Hi Mama' app. Children had opportunities to use the photographic evidence for self-assessment and reflection purposes, both in the setting and at home. Inspectors' discussions with parent and parent survey results revealed high levels of satisfaction with the information about their child's progress. All parents were invited to attend an annual hour-long parent consultation. Parents reported these to be extremely informative, helpful and of a high standard. Formal reports to parents were only issued for the Preschool class. They lacked information about achievement in relation to the skills and knowledge typical to the age of the children.

Curriculum

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

Curriculum was judged to be good. The curriculum followed by the preschool gave good coverage of most requirements of the Cayman Islands Early Years Curriculum Framework. It was skilfully devised to be relevant, child-centred, play-based and broad and balanced to reflect best early years practice. It allowed for a personalised learning approach to motivate and inspire children to become independent, resilient and confident learners. The planning and the organisation of the programme facilitated extensive opportunities for cross-curricular learning and provided a rich platform for personalised learning. Flexibility in the delivery of the curriculum, coupled with the mixture of teacher led and child-initiated activity, resulted in a positive and nurturing environment for learning. The curriculum had scope to be improved further by increasing opportunities for a more diverse range of extra-curricular learning, including planned visits to places of educational merit within the community. Additionally, a systematic plan was required to help develop children's understanding of religion.

Safety and support

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

Health and safety were judged to be good because all regulatory requirements were met and there were effective arrangements to ensure children's health and safety throughout the school. The directors conducted frequent and thorough checks of the premises so that a safe environment was maintained. Fire drills were carried out regularly and appropriate records were kept. Healthy living was systematically promoted in all aspects of the work of the playschool. Almost all children brought healthy snacks and lunches each day and drank water rather than juice. There was natural and artificial shade in the play area and all children had water breaks during outdoor play. Opportunities were provided for younger children to sleep if they needed to. The school had developed a comprehensive safe environment policy and all staff were well aware of their responsibility to keep the children safe.

Support and guidance were judged to be good. The preschool had a welcoming ethos and interactions between staff and children were warm and affirming. As a consequence of the high level of care demonstrated by staff, all children felt safe in their learning environment. The school promoted an inclusive environment. As a result, most children were learning to show care and empathy for others. School leaders partnered with a range of external agencies to enable children with additional needs to make good progress in their learning and social development. There were individual education plans in place for identified children and appropriate links between home, school and external providers to support coherence and continuity in children's learning. There were systems in place for tracking children's progress but they did not provide sufficiently clear information about how well children were doing against key early learning goals.

Leadership and management

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

Leadership was good. The leaders of the school, and notably the Manager, were highly respected by the parents. The playschool's philosophy that children should 'understand their world through language, play, hands-on exploration, and authentic interactions with nature, other children and supportive interested adults' had been realised very well. The Manager provided a clear sense of direction to the staff and promoted teamwork and mutual support amongst the staff. The leaders' emphasis upon fully utilising the outdoor learning environment supported quality child development. Performance management arrangements were established although outcomes were not used to inform school development planning.

Self-evaluation and improvement planning were judged to be satisfactory. A self-evaluation system was established, and staff reported that they had found the process helpful. They used the process to reflect upon their own strengths and areas for development. The school development plan, however, did not include sufficient focus upon teaching, learning and the curriculum. It also required the addition of teaching programmes to include respect for children's own and other religions and a programme of educational visits out of the setting. The January 2020 inspection was the school's first inspection.

Links with parents and the community were excellent. Parents considered the Manager and her colleagues to be very approachable and positive in their responses when parents had any questions or concerns. The use of an 'app' between school and home made it easy for staff to communicate with parents. Staff used tablets to record observations and they shared photographs and reports with parents in real time. Parents expressed high levels of satisfaction with the range of workshops that the Head of School offered them. Parents were very pleased with their children's progress. One family reported that their child with additional needs had made exceptional progress in his learning and social development since joining Sprogs. The Manager served as the Vice-President of the Cayman Islands Early Years Association and had led training sessions for staff in other settings.

Staffing and the learning environment were judged as excellent. Teaching staff were well qualified and suitably experienced. They carried out their responsibilities to a high standard by working well together. Retention levels were good and staff morale was high. The modern, fit for purpose premises were of a good standard, equipped with high quality furniture and a wide

range of resources. Classrooms had library areas stocked with books and resources appropriate to each age range. Most resources were housed at child height to encourage children's independence and where possible, children's work was displayed on walls where they could easily see it. The two outdoor garden areas with natural and man-made shade were favourite play spaces for the children and were fully utilised. Furniture and equipment were safe, clean and hygienic.

Survey results

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

Almost all parents felt that reports on their children's progress were regular and informative. Almost all parents agreed that progress in literacy was good. A majority felt that progress in mathematical understanding and in scientific understanding was good. Additionally, a majority stated that their children were developing a good sense of responsibility as members of the wider community and that their children had developed a good understanding of the environment. Almost all parents thought the quality of teaching was good and that parent meetings were useful. All parents agreed that their children enjoyed the playschool and all agreed that it inspired effective learning. All parents felt the school was well led and stated that they received good information about improvement plans developed for the playschool. Almost all parents considered staff to be appropriately qualified. Parents judged that staff provided a good quality of education and all believed that the playschool was well resourced. Almost all parents felt that children behaved well and that any incidents of inappropriate behaviour were well managed. A minority of parents stated that support for students with SEN was good but the majority of respondents were unsure or unable to answer. Parents' comments about Sprogs Garden Playschool were overwhelmingly positive with particular praise for how staff inspired their children to learn.

A majority of the staff had worked at the school for over one year. The playschool opened in February 2018. All staff agreed that the playschool was a positive learning environment. All staff felt that there were good assessment systems in place and good healthy lifestyle promotion. All staff felt that any incidents of inappropriate behaviour were dealt with well and all stated that SEN support, professional development opportunities and resources for learning were good. All staff considered Sprogs Garden Playschool to be well led. All staff stated that parental involvement and community links were good. There were six comments from staff; five were very positive and one person wanted more educational workshops for teachers.

What happens next?

As the school is judged to be providing a good quality of education, there will be no further inspection of Sprogs Garden Playschool until the next cycle of inspections, which will commence in September 2020.

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

Response	Percentage	Count
Less than one year	40%	27
More than one year but less than three years	60%	41
More than three years	0%	0
	Answered	68
	Skipped	0

What is your nationality?

28%

Caymanian

72%

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	74%	49
Agree	20%	13
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	3%	2
	Answered	66
	Skipped	2

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	39%	26
Agree	38%	25
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	14
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	56%	37
Agree	27%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	10
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	82%	54
Agree	15%	10
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	80%	53
Agree	14%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	4
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	67%	44
Agree	17%	11
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	10
	Answered	66
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	74%	48
Agree	25%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	65
	Skipped	3

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	88%	57
Agree	12%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	65
	Skipped	3

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	83%	54
Agree	17%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	65
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	83%	54
Agree	15%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	65
	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	46%	30
Agree	34%	22
Disagree	5%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	9
	Answered	65
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	78%	50
Agree	16%	10
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	64
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	61%	39
Agree	25%	16
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	8
	Answered	64
	Skipped	4

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	73%	47
Agree	20%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	4
	Answered	64
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	50%	32
Agree	31%	20
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	16%	10
	Answered	64
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	25%	16
Agree	11%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	64%	41
	Answered	64
	Skipped	4

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	69%	43
Agree	27%	17
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	62
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	58%	36
Agree	37%	23
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	62
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	73%	45
Agree	26%	16
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	62
	Skipped	6

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	68%	42
Agree	26%	16
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	62
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	69%	43
Agree	23%	14
Disagree	8%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	62
	Skipped	6

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	69%	43
Agree	23%	14
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	4
	Answered	62
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	56%	35
Agree	32%	20
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	5
	Answered	62
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	45%	28
Agree	26%	16
Disagree	5%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	24%	15
	Answered	62
	Skipped	6

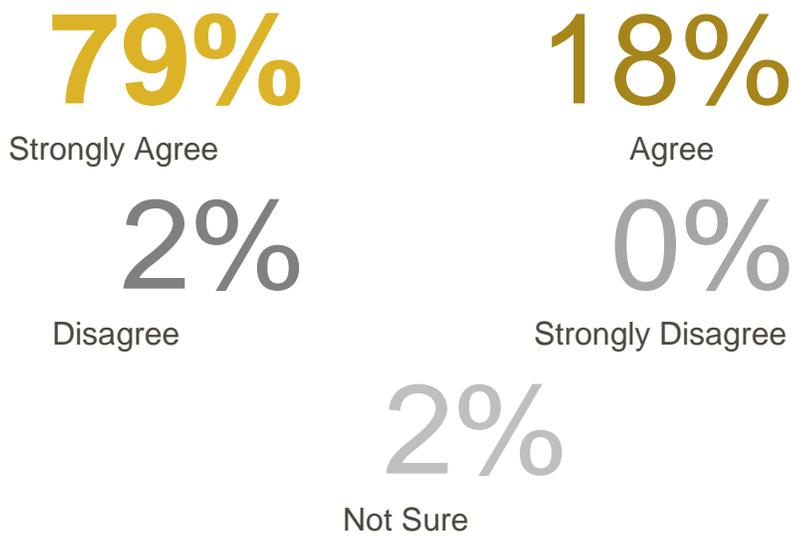
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	63%	39
Agree	35%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	62
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	76%	47
Agree	24%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	62
	Skipped	6

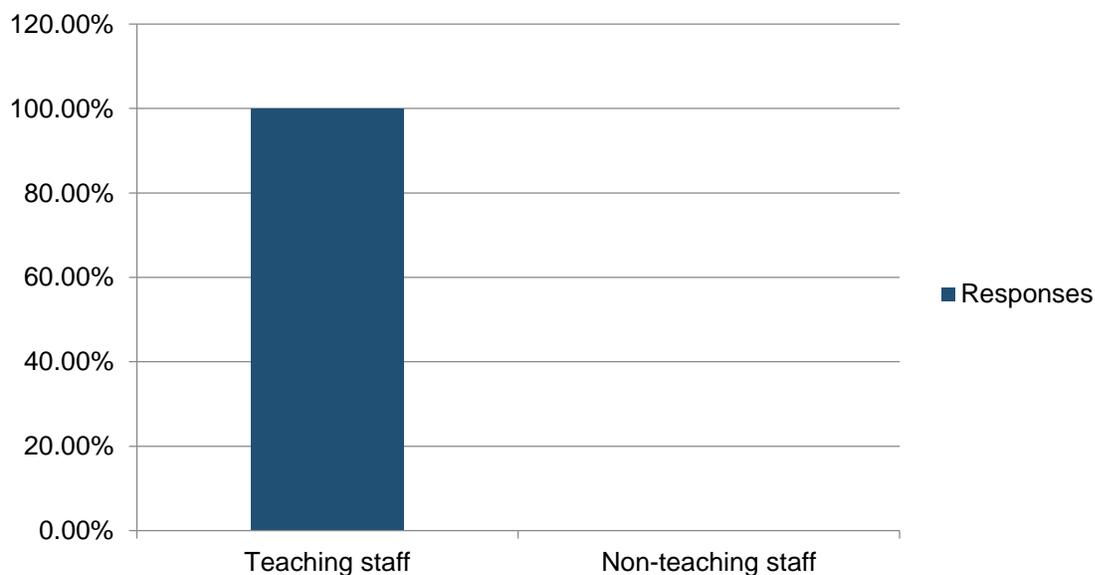
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	62
Skipped	6

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What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	46%	6
More than one year but less than three years	54%	7
Three years or more	0%	0
	Answered	13
	Skipped	0

What is your nationality?

23%

Caymanian

77%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	83%	10
Agree	17%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	75%	9
Agree	25%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	75%	9
Agree	25%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	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%	12
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100%	12
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	92%	11
Agree	8%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	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	8%	1
Agree	17%	2
Disagree	8%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	67%	8
	Answered	12
	Skipped	1

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	100%	12
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	83%	10
Agree	17%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	83%	10
Agree	17%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	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	83%	10
Agree	0%	0
Disagree	8%	1
Strongly Disagree	8%	1
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	100%	12
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	75%	9
Agree	25%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	92%	11
Agree	8%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	92%	11
Agree	8%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	92%	11
Agree	8%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	83%	10
Agree	17%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

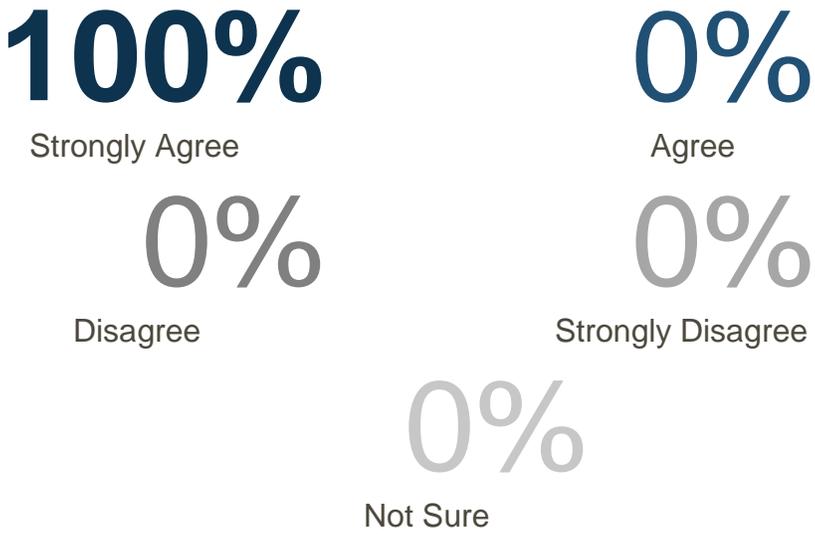
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	92%	11
Agree	8%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	75%	9
Agree	25%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	12
	Skipped	1

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



Response	Count
Answered	12
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

