



CAYMAN ISLANDS GOVERNMENT

# EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

## **BRIGHT START EARLY LEARNING CENTRE**

OFFICE OF EDUCATION STANDARDS

October 2018

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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.

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

## Information about Bright Start Early Learning Centre

<b>Name of ECCE centre</b>	Bright Start Early Learning Centre
<b>Address</b>	Unit 17, 7Mile Shops, West Bay Road, West Bay
<b>Telephone</b>	345-939-8355
<b>E-mail address</b>	brightstartmail@gmail.com
<b>ECCE centre website</b>	brightstartcayman.com
<b>Name of manager</b>	Catherine La Puz (Assistant Manager)
<b>Name of owner</b> (If different from manager)	Rochelle Dilbert
<b>Centre's hours of operation</b>	Monday-Friday: 7.30am - 5.30pm. Saturday: 9.00am - 5.30pm.
<b>Number of children on roll</b>	37
<b>Number of teaching staff</b>	3
<b>Number of support staff</b>	6
<b>Date of last inspection</b>	N/A

## Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	8	2	10
12 -18 months	6	2	8
18 - 36 months	2	4	6
36- 48 months	7	6	13
<b>Total</b>	<b>23</b>	<b>14</b>	<b>37</b>

## The context of the centre

Bright Start Early Learning Centre is a small, early learning centre located on the ground floor of Unit 12 and Unit 13 in the Seven Mile Shops precinct situated in the West Bay area of Grand Cayman. The centre opened in 2012 and is one of two Early Learning Centres owned by the Director. There has been significant turnover of staff with around half having worked at the centre for less than a year.

The centre is organised into three classes with a total of 37 children on roll. There are four classes, one for infants under one year old, a toddler class and two pre-school classes. Some children attend part time and finish after the morning session.

The centre website references the American National Association for the Education of Young Children (NAEYC) accredited curriculum and the centre is in the process of aligning itself with the Cayman Island Early Years Curriculum.

Sixty four per cent of families are non-Caymanian and many of the children go on to local private schools on Grand Cayman.

## Key strengths

The inspection identified that the key strengths of the Early Years Centre were:

- children engaged in a variety of movement activities and, as a result, gross motor skills were consistently developed. Children were able to negotiate physical activities safely and successfully, gaining increased control over their bodies;
- requirements for health and safety were all met and all checks, such as environmental health and fire safety, had been completed. The centre had implemented all recommendations in relation to these areas providing a safe, secure environment for the children;
- there were warm, nurturing relationships built between adults and children and, consequently, the children were happy and settled in the centre. This was confirmed by parents, all of whom indicated in their survey responses that their child enjoyed attending.

## Recommendations

For the school to improve further leaders should:

- ensure that all staff have a good understanding of the Cayman Islands Early Years Curriculum framework and its underlying principles which promote an education based on inquiry, exploration and investigation;
- develop an appropriate range of teaching strategies consistent with the Cayman Island Early Years Curriculum and ensure that staff use time effectively to reflect on their practice and engage in professional discussion that supports implementation;
- improve the environment for learning so that children have wider opportunities to make choices, engage with open-ended, natural materials, and are able to use their innate curiosity to explore and investigate independently;
- create assessment processes that inform teaching on an everyday basis so that provision can be tailored to the individual needs of children;
- develop appropriate behaviour policies and procedures so that children develop their capacity to identify and express their own feelings and display a growing capacity to manage them so that frustrations and conflicts are resolved effectively.



# Summary

## Overall Evaluation - Weak

The overall quality of provision provided by Bright Start Early Learning Centre was weak. This was because leadership was weak and, across all quality indicators, a majority was judged to be weak.

Achievement in the majority of criteria within the curriculum was found to be weak. Teaching was judged weak because planning and assessment processes were weak, as were the majority of lessons observed. Children's learning was weak because teachers did not focus on the key areas of learning in the Cayman Island Early Years Curriculum when planning provision.

Leaders had not ensured that provision for the Cayman Island Early Years Curriculum was in place. They had not taken steps to check on the quality of teaching and learning in the centre. Improvement plans were not based on rigorous self-evaluation. As a result, plans were not focused on the impact they would make on children's learning. There had been a high turnover of staff and the expertise of existing staff was not sufficient to deliver the Cayman Islands Early Years Curriculum effectively. Resources provided were ineffective in developing children's exploration and investigation in many areas of the curriculum.

# Achievement

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

Children were able to develop their gross motor skills satisfactorily because the centre had large scale climbing equipment in a room where they were able to run, jump and climb and which the children enjoyed a great deal. Their use of this equipment ensured that they developed control over their bodies and an awareness of the rules for safe movement.

Children's achievement in the other areas namely, sensory, scientific, mathematical and technological was weak. It was limited by the lack of opportunities to inquire, research, and explore their world for themselves as activities were dominated by teacher instruction. Whilst the youngest children were given opportunities to explore their world through the use of their senses and teachers modeled language effectively, this was not built on adequately with older children.

Play equipment was often limited to plastic toys. This did not provide the stimulation that would enable children to express their thoughts or make connections through the investigation of the natural world and therefore promoting scientific development. This lack of equipment also impacted on their capacity to develop observation skills, their capacity to recognise similarities and differences or understand how things change over time.

Mathematical skills were not developed sufficiently well. Although the children were taught to recite numbers and recognise shapes from a very early age, the practical experiences to apply their knowledge and understanding were limited. For instance, children were observed counting to 10 when playing games, but there were no resources seen during the inspection for children to explore the relationships of space, shape and measures such as high quality block play or natural materials such as sand and water.

Technological understanding was weak because provision in this area was extremely limited. Although some crayons were seen and some use of paint was made, this was often under the

direction of an adult. Children did not experiment with tools, materials and equipment for themselves on a frequent basis. As a result, they did not develop the ability to use a variety of media for self-expression. They did not have access to resources such as magnifiers, cameras, construction tools or open-ended materials. Consequently, there was no evidence to show children were investigating using a variety of inquiry-based experiences or applying reflective thinking to their own ideas.

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

Children’s capacity to develop their sense of self was weak. This was because of the lack of opportunity to make choices or make decisions for themselves as their day was constrained by a tight timetable and direction from adults. Equally, there were few occasions when boundaries or limits were explored with children as staff often resolved conflicts for them. This did not allow children to manage their own needs appropriately while developing independence.

Children’s learning in respect of others was weak. Adults often managed the children’s behaviour by directing them rather than talking with them about the impact on others or alternative ways of behaving. They were told to say sorry when they hurt someone, and sharing was insisted upon but there was often no discussion to develop the children’s understanding of why this might be.

Their learning about the environment was weak. There was no evidence of children being given opportunities to consider issues around recycling to protect the environment or of them gaining an awareness of the relationship between the care of the environment and how the environment provides for them. Opportunities to go out into the local area were few and direct experiences of the world beyond the centre were limited.

Children developed a satisfactory understanding of both their culture and other cultures around the world. The mix of cultures amongst the staff and the children served as a resource for this. For instance, a child whose first language was English learnt how to count in Spanish from her friend.

Children’s understanding of religion was satisfactory because, from an early age, they had songs, rhymes and stories which contributed to this area. Babies were often soothed by

lullabies and as children grew older they were involved in religious observances, such as prayers and saying grace.

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

Children’s verbal and symbolic development was weak because staff did not consciously and purposefully develop children’s language. The quality of interactions was variable. Non-verbal exchanges with the youngest children were often sensitive, with eye contact and facial gesture used well. As children grew older exchanges with staff did not support confidence, fluency and clarity through sustained conversations about their ideas and thinking. The developmental writing process was poorly developed because the resources to do this were not freely available.

Children’s listening was satisfactory. They actively participated in a variety of listening situations, whether joining in with songs and rhymes or responding to instructions. In these situations they were usually attentive and able to respond appropriately.

Creative expression was weak. Facilities and resources, which would allow the children to recreate roles or express themselves through a variety of art media, were poorly developed. For instance, whilst some classes had a small kitchen play unit, it was rarely stocked with a range of utensils and there were no dressing up clothes or other resources for role-play. This limited the quality of play through which these areas could have been developed further.

The development of literacy was weak. Children were rarely observed engrossed in books because the quality and range available was not sufficient. In some classes, children were unable to access books freely so were not developing book handling skills. A few children were exhibiting an awareness of the relationships between sounds and letters, but this was not universal.

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

Children's well-being was developed satisfactorily in relation to health through their energetic physical experiences and scheduled sleep. They were able to communicate their personal needs and manage their body functions appropriately as they grew older.

The development of children's emotional well-being was weak. This was particularly evident as they grew older and were unable to successfully identify and manage their emotions in challenging situations and when frustrated. On these occasions, and because they were not encouraged to verbalise their feelings, they were not able to resolve conflicts successfully without adult intervention. For instance, one child reacted physically when another had a toy that he wanted for himself.

Social development was judged satisfactory. When children were playing together they were aware of each other's need for safety and responded appropriately. In the large play room they played games together such as hide and seek and climbed on the equipment managing risk to themselves and others effectively. They remembered to say 'please' and 'thank you' and were reminded to greet each other and adults appropriately.

The development of reflective skills was weak. Children were not given opportunities to think about their experiences or to talk about their learning in different situations.

## Teaching, learning and assessment

<b>Ensuring effective teaching to support children's learning</b>	<b>Evaluation</b>
Teaching	<b>Weak</b>
Learning	<b>Weak</b>
Assessment	<b>Weak</b>

Teaching was weak because only a minority of lessons observed were satisfactory or better. The staff had insecure knowledge of the curriculum document and the inquiry based philosophy which underpins it. The staff did not employ a sufficiently wide range of teaching strategies. Teaching was too often instructional, adult directed, and formulaic. This resulted in passive learning. For instance, circle time was repeated every day in toddlers, the pre-school 1 and pre-school 2 classes, with no reference to the different learning needs of the children involved. The staff did not use this time to develop children's planning for their own learning or reflection on it. In toddlers and both pre-school classes there was an over reliance on children completing activities which had been designed and constructed by the adults and which required little thinking from the children. As a result, the children's creativity and critical thinking was curtailed. Planning was not effective in bringing about exciting and stimulating lessons which would fire children's curiosity and desire to find out for themselves. Play-based activities were low level, rather than supporting critical thinking through investigation and exploration. This was because resources did not include a wide enough range of high quality equipment.

Learning was weak as a result of the weak teaching. Children were not developing the appropriate skills and understanding to be able to be independent learners, generating their own questions, formulating their own answers and reflecting on their learning. They were too reliant on constant teacher direction. Information technology was poorly resourced, so children did not have the opportunities to use such resources in their learning.

Assessment processes were weak and were largely restricted to summative, end of term report writing. There were no processes to collect anything other than superficial information on a daily basis. With ineffective planning processes, assessment was not used to generate possibilities for future learning for individuals or small groups. There was no rigorous analysis of information collected to check children's progress so that specific additional help could be targeted if children were falling behind.

## Curriculum

Offering a curriculum that meets the educational needs of all children	Evaluation
Curriculum	<b>Weak</b>

The curriculum was judged to be weak. Staff did not have sufficient understanding of the curriculum as laid out in the Cayman Islands Early Years document. The school's current curriculum was designed around a series of disconnected, predominantly teacher-led activities. This meant that the underpinning rationale of enquiry, exploration and investigation that characterises the Cayman Islands Early Years curriculum framework was missing. Resources provided were not of sufficient variety, or open ended enough, to support children's choices and their innate creativity. Despite some visits, such as by the local veterinarian and police, there were few opportunities for children to engage in the natural world out of the classroom and staff did not make good use of the surrounding area to support learning. The curriculum lacked breadth and balance. There were too few opportunities for children to make connections between different aspects of their learning and to use and apply their skills and understanding independently. Technology was not sufficiently developed to enrich the children's learning.

## Safety and support

<b>Keeping our children safe and always supported</b>	<b>Evaluation</b>
Health and safety	<b>Satisfactory</b>
Support and guidance	<b>Weak</b>

Health and safety was found to be satisfactory. Requirements for maintaining the health and safety of children were met. Staff ensured that children were kept safe in school. Indoor spaces were clean and well maintained. The Director ensured that both indoor and outdoor environments were secure, given the nature of working in a mall community. Parental comments, made during the inspection, about the school's arrangements for health and safety were positive. The Director and staff ensured that any recommendations from annual reports, such as environmental health, were acted on appropriately. Staff supervision of children during lessons, snack and lunch times was adequate. Staff were trained in child protection arrangements and new staff were inducted well.

Support and guidance was found to be weak. There was no policy for the provision of children with special educational needs. Furthermore, tailored provision for children with different needs in different aspects of the curriculum was lacking. Despite the school being compliant, with regard to child protection arrangements, a lack of robust processes for capturing information about potential abuse was evident. For example, there was no written recording if and when a child presented with a physical injury sustained when not in school. The tracking of children's personal, social and academic progress, all of whom had different learning needs, was not systemically recorded. Strategies designed to help children make the right choices in their play with peers, were not implemented or evaluated effectively. As a result, staff were not able to reflect on important information and so subsequent teaching practice was not influenced.



## Leadership and management

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

Leadership was judged to be weak. Much decision making resided with the Director and strengths within the staff were not exploited. Whilst there was a stated willingness to bring about change and improvement, the systems through which this could be effected were not well developed. There was no coherent and concise planning for professional development. Staff attended training but there was no regular dissemination of ideas or information. Opportunities to discuss and reflect on professional practice were minimal. When advice had been given, staff reacted to it, but there was no systematic evaluation of the impact of development activities resulting in practice remaining largely unchanged over time.

Self-evaluation and improvement planning were weak. There was no focused self-evaluation process. Monitoring of the quality of teaching and learning was not systematic. The Director reported that she reflected on feedback and outcomes at the end of the year and these thoughts informed the development plan for the subsequent year. The plan included broad objectives such as developing children's creativity, but actions and success criteria based on outcomes for children's learning were not sufficiently focused.

Links with parents were judged to be satisfactory. In the survey, the majority of parents agreed or strongly agreed that they received good information from the centre. Most parents felt that communication was good and almost all felt that the centre responded well to parents' concerns. A member of staff greeted each parent or carer and child on arrival, so there was always an opportunity to make an appointment or speak to a member of staff in an emergency. A minority of parents felt that they did not receive regular information on their child's progress. However, there was a meeting for parents organised early in the year to discuss the children and further meetings were planned for the year ahead. Whilst there have been visitors to the school, the school did not make best use of potential links in the immediate area.

Staffing and the learning environment were judged to be weak. Historically, the centre has experienced a high turnover of staff for a number of different reasons and, as a result, the levels of skills and expertise were variable. The Director confirmed that there was difficulty in recruiting and retaining staff. The premises were maintained effectively but the quality and range of learning resources were poor. Toys were mostly plastic and sometimes inappropriate, such as teenage dolls in the toddler class. Resources were not presented in an inviting manner in some

classes and were sometimes stacked on shelves well out of the children's reach. This limited the children's capacity to make choices or follow their own initiative.

## Survey results

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

Parents of children from all year groups completed the survey in advance of the inspection. All parents felt that their child enjoyed attending and a majority thought that children were inspired to learn. Most felt that children were treated fairly. Almost all parents agreed that their child's personal skills were being developed well and a similar proportion felt that their child made good progress in literacy skills. However, smaller proportions felt that their child was making good progress in mathematics and a minority were unsure how their child was performing in these subjects. Almost all parents believed teaching to be good and most felt that there was a wide range of play-based provision. Most felt that the centre was well led. There were areas where parents' responses were less positive. There was a minority who indicated that they disagreed that meetings were regular and helpful and a similar proportion disagreed that they received comprehensive advice about their child's progress. In the comments section, parents referred to the high turnover of staff and suggested that more parental involvement in the work of the centre and more regular meetings would be helpful.

Eleven members of the teaching staff completed the survey. The views reflected in the staff survey were universally positive. All agreed or strongly agreed with every statement except one relating to children being taught conflict resolution. Here, almost all agreed or strongly agreed and one was unable to comment.

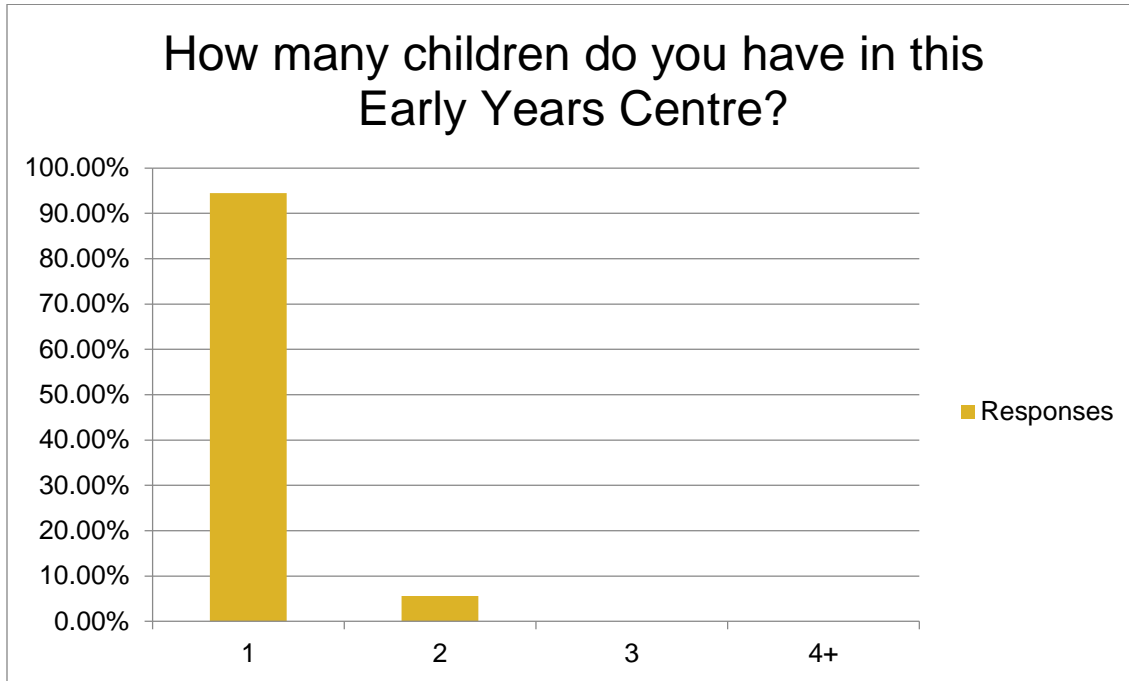
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### **What happens next?**

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

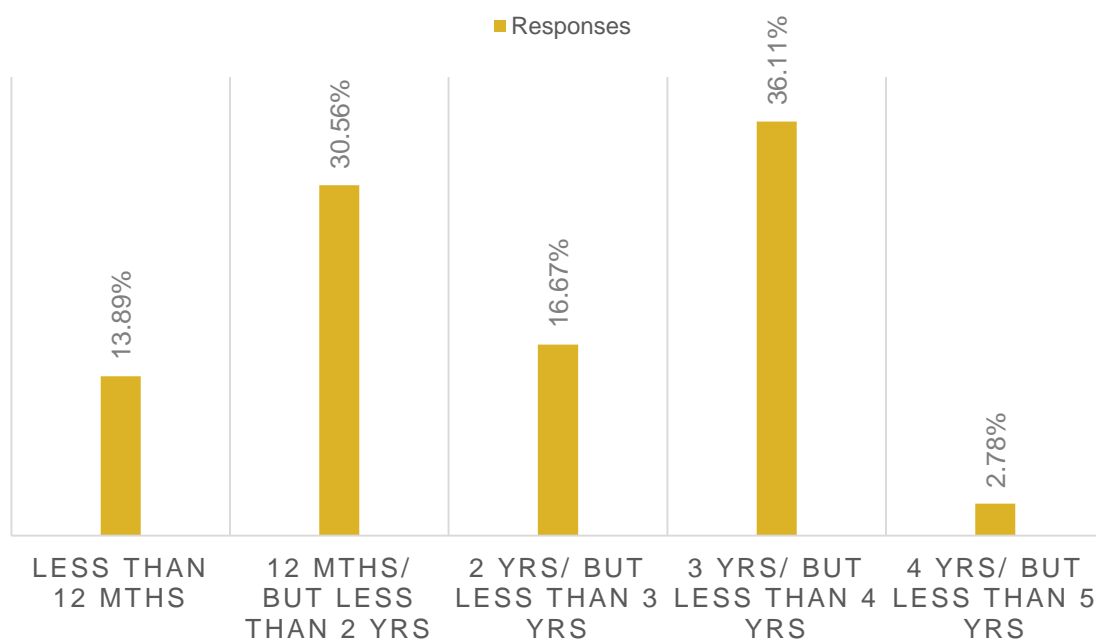
Office of Education Standards | Parent Survey 2018

*How many children do you have in this Early Years Centre?*



Response	Count
Answered	36
Skipped	0

### How old is your eldest child in the Early Years Centre?



Response	Count
Answered	36
Skipped	0

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

Response	Percentage	Count
Less than one year	36.11%	13
More than one year but less than three years	44.44%	16
More than three years	19.44%	7
	<b>Answered</b>	<b>36</b>
	<b>Skipped</b>	<b>0</b>

### What is your nationality?

# 36.11%

Caymanian

# 63.89%

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	48.57%	17
Agree	42.86%	15
Disagree	2.86%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.71%	2
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	23.53%	8
Agree	26.47%	9
Disagree	2.94%	1
Strongly Disagree	5.88%	2
I am unsure or unable to answer the question	41.18%	14
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	28.57%	10
Agree	28.57%	10
Disagree	2.86%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	40.00%	14
	Answered	35
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	54.29%	19
Agree	42.86%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.86%	1
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	40.00%	14
Agree	42.86%	15
Disagree	2.86%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	5
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	22.86%	8
Agree	28.57%	10
Disagree	8.57%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	40.00%	14
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	35.29%	12
Agree	58.82%	20
Disagree	2.94%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.94%	1
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	62.86%	22
Agree	37.14%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>



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

Response	Percentage	Count
Strongly Agree	60.00%	21
Agree	28.57%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.43%	4
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	44.12%	15
Agree	44.12%	15
Disagree	5.88%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	2
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	8.57%	3
Agree	28.57%	10
Disagree	14.29%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	48.57%	17
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	51.43%	18
Agree	48.57%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	25.71%	9
Agree	37.14%	13
Disagree	8.57%	3
Strongly Disagree	2.86%	1
I am unsure or unable to answer the question	25.71%	9
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	42.86%	15
Agree	51.43%	18
Disagree	0.00%	0
Strongly Disagree	2.86%	1
I am unsure or unable to answer the question	2.86%	1
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	26.47%	9
Agree	44.12%	15
Disagree	8.82%	3
Strongly Disagree	2.94%	1
I am unsure or unable to answer the question	17.65%	6
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	14.29%	5
Agree	20.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	65.71%	23
	<b>Answered</b>	<b>35</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	23.53%	8
Agree	64.71%	22
Disagree	2.94%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.82%	3
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	29.41%	10
Agree	44.12%	15
Disagree	17.65%	6
Strongly Disagree	2.94%	1
I am unsure or unable to answer the question	5.88%	2
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	20.59%	7
Agree	67.65%	23
Disagree	11.76%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	23.53%	8
Agree	67.65%	23
Disagree	5.88%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.94%	1
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	20.59%	7
Agree	47.06%	16
Disagree	23.53%	8
Strongly Disagree	5.88%	2
I am unsure or unable to answer the question	2.94%	1
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	15.15%	5
Agree	36.36%	12
Disagree	24.24%	8
Strongly Disagree	3.03%	1
I am unsure or unable to answer the question	21.21%	7
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	11.76%	4
Agree	50.00%	17
Disagree	20.59%	7
Strongly Disagree	2.94%	1
I am unsure or unable to answer the question	14.71%	5
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	9.09%	3
Agree	39.39%	13
Disagree	9.09%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	42.42%	14
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>3</b>

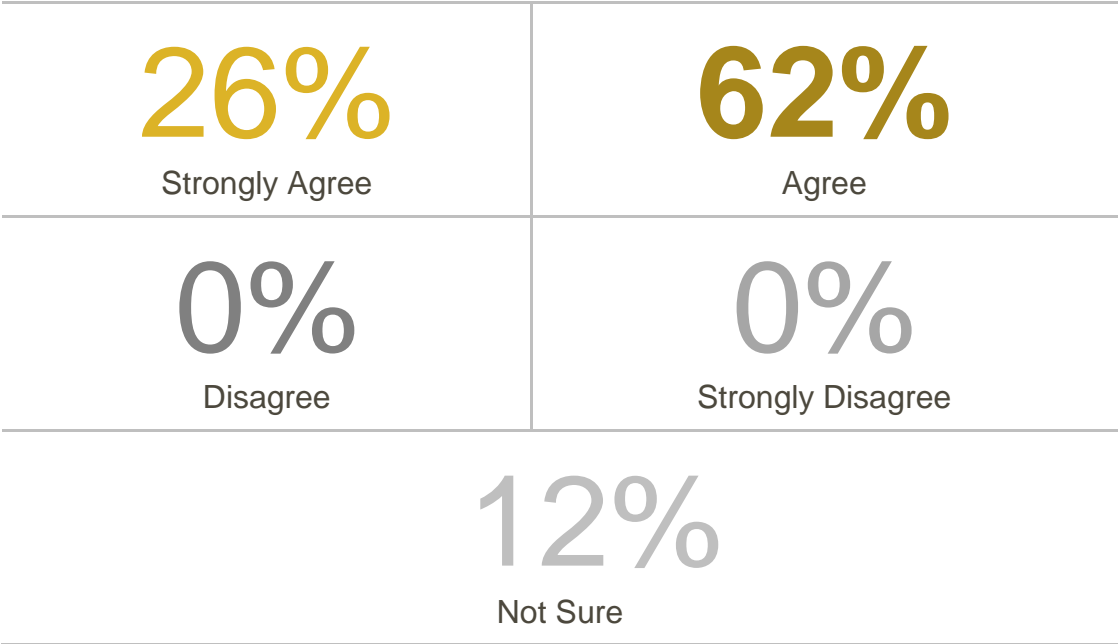
*The Early Years Centre has appropriately qualified and suitably skilled staff.*

Response	Percentage	Count
Strongly Agree	17.65%	6
Agree	58.82%	20
Disagree	2.94%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.59%	7
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	20.59%	7
Agree	67.65%	23
Disagree	2.94%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.82%	3
	<b>Answered</b>	<b>34</b>
	<b>Skipped</b>	<b>2</b>

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

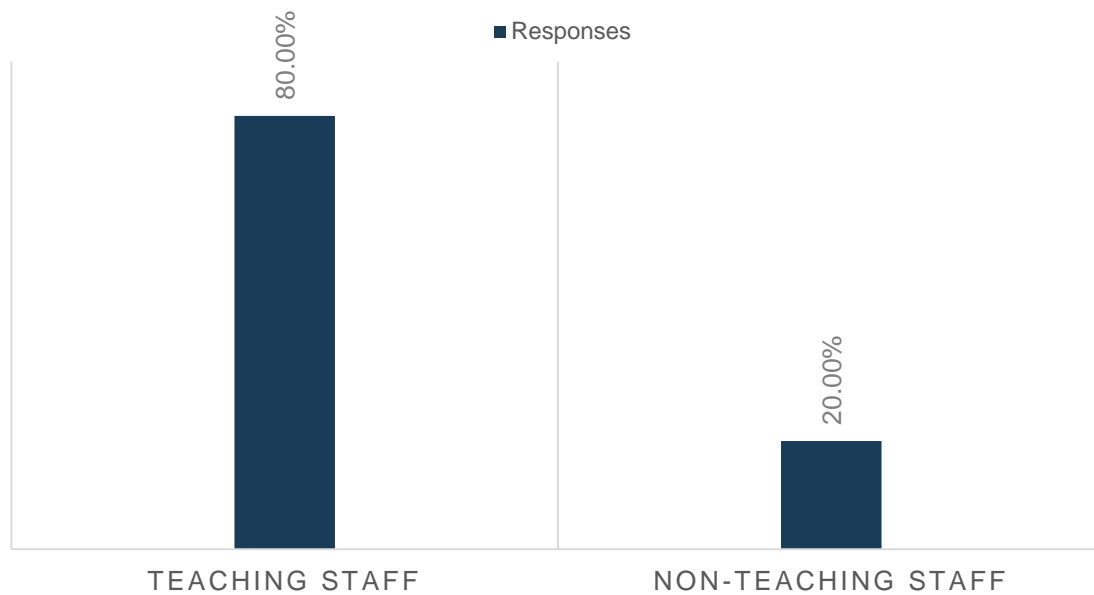


Response	Count
Answered	34
Skipped	2

## Appendix 2

### 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	50.00%	5
More than one year but less than three years	10.00%	1
Three years or more	40.00%	4
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>1</b>



**What is your nationality?**

**0%**

Caymanian

**100%**

Non-Caymanian

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

Response	Percentage	Count
Strongly Agree	27.27%	3
Agree	72.73%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	63.64%	7
Agree	27.27%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	1
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

***There are good assessment systems in this Centre.***

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	90.91%	10
Agree	9.09%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	90.91%	10
Agree	9.09%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	81.82%	9
Agree	18.18%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

***Where food is provided by the Centre, it is of sufficient variety, quantity and quality to meet the children's nutritional needs.***

Response	Percentage	Count
Strongly Agree	63.64%	7
Agree	36.36%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	81.82%	9
Agree	18.18%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	72.73%	8
Agree	27.27%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	72.73%	8
Agree	18.18%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	1
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	90.91%	10
Agree	9.09%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	54.55%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	81.82%	9
Agree	18.18%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	81.82%	9
Agree	18.18%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	63.64%	7
Agree	27.27%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	1
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

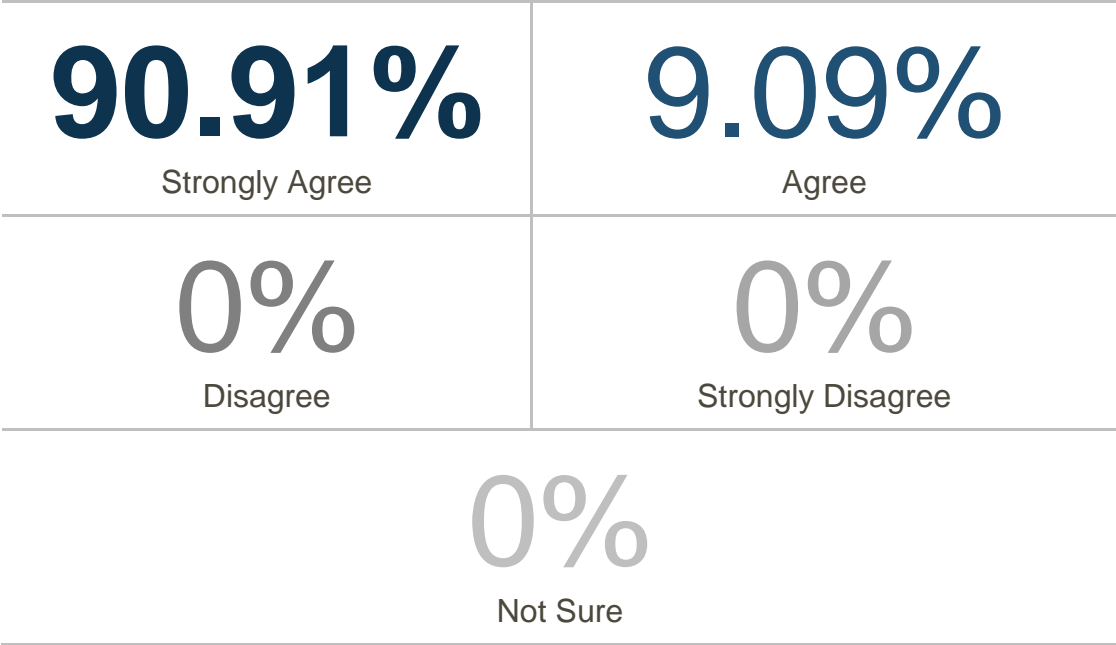
***The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	81.82%	9
Agree	18.18%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	54.55%	6
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>11</b>
	<b>Skipped</b>	<b>0</b>

*Overall, this Centre provides a good quality of education.*



Response	Count
Answered	11
Skipped	0



# Office of Education Standards

## Who are we and what do we do?

The Office of Education Standards is part of the Portfolio of Civil Service within The Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in The Cayman Islands.

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## How to contact us

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

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

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## Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

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

