



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

TIFFANY'S PRE-SCHOOL

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.

	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 Tiffany's Pre-School

Name of ECCE centre	Tiffany's Pre-School
Address	82, Boltins Avenue, West Bay, Grand Cayman
Telephone	345-945-7977
E-mail address	tiffanyspreschool@candw.ky
ECCE centre website	N/A
Name of manager	Ms. Sonia Grant
Name of owner (If different from manager)	Mrs. Karen Ebanks
Centre's hours of operation	Monday to Friday: 7:00am – 6:00pm
Number of children on roll	48
Number of teaching staff	4
Number of support staff	5
Date of last inspection	May 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
24 months	4	6	10
36 months	12	9	21
48 months	7	10	17
Total	23	25	48

The context of the centre

Tiffany's Pre-School operates in a house that has been converted to an early years centre and is located in a residential area. The premises are not enclosed by perimeter fencing, although the sides and back of the premises are fenced.

The pre-school follows the Cayman Islands Early Years Curriculum Framework. It provides opportunities for the children to enrich their learning with experiences outside the classroom. A new climbing frame had recently been installed outside for children to use. The pre-school held an annual walk for cancer and a Cultural Day.

The pre-school has three classes: one for two year olds; one for three year olds; and one for four year olds. There are 48 children enrolled and the teacher to child ratio is in keeping with the Education Council's guidelines. The majority of children are of Caymanian nationality.

Key strengths

The inspection identified that the key strengths of Tiffany's Pre-School were as follows;

- Tiffany's Pre-School is a caring centre where children were observed to be happy and in which staff promoted the children's well-being effectively;
- Provision for physical development was strong, both in children's gross and fine motor skills;
- Children had regular opportunities to participate in religious observance and they were enthusiastic about their Christian heritage;
- Staff ensured that children's safety was secure and they effectively promoted the children's healthy lifestyle.

Recommendations

For the Centre to improve further leaders should:

- ensure that Tiffany's Pre-School has the rigorous systems and procedures necessary to evaluate practice and bring about rapid improvement;
- develop teachers' capacity to have productive interactions with children that extend their thinking and deepen their understanding;
- improve information technology resources, and make better use of existing resources, so that children have opportunities for research and independent learning;
- ensure all activities planned for children are sufficiently challenging to meet their individual needs;
- review the timetable and procedures for transition, to ensure that more time is devoted to learning activities.

Summary

Overall Evaluation - Weak

The quality of provision offered by Tiffany's Pre-School was judged to be weak. It lacked the capacity to improve to the degree required without considerable support. Across all quality indicators, a majority were judged to be weak.

Achievement in the majority of learning outcomes including exploration, respect, communication and well-being was judged to be weak. Teaching was judged weak because staff did not challenge children sufficiently. Tasks were often too easy and not matched to children's individual needs. Children did not have enough opportunities to satisfy their curiosity. Consequently, they did not learn as well as they should.

Leadership was weak because leaders did not evaluate the work of the pre-school in any systematic or rigorous way. They did not have coherent plans to improve the pre-school. They did not hold staff sufficiently to account for their performance. While adhering to the format of the Cayman Islands Early Years Curriculum Framework, leaders did not ensure that it was followed appropriately. Resources were underused. The centre lacked resources, including information technology and this limited the children's independent learning.

Achievement

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

Children had satisfactory opportunities to develop fine and gross motor skills. They could climb, slide and swing on the new playground equipment outside. They also enjoyed threading wool and manipulating dough. Children danced to music and were able to use their high levels of energy.

Often, children were unable to regulate their behaviour, particularly when they were transitioning from one activity to the next. They took too long to line up or to sit on the carpet. Children often ignored the requests of staff. At times they ran about in uncontrolled ways, putting others at risk. They had limited descriptive vocabulary because staff did not give them examples to draw upon. A significant minority of children's speech was underdeveloped. Their sensory perception was weak. They did not have free access to wheeled toys, and so they were limited in the movements they could make.

Children's scientific appreciation was weak. Despite taking part in some activities related to how plants grow, such as planting beans, children were not encouraged to investigate or deepen their understanding. They went on a nature walk and picked some vegetation and fallen coconuts, but did not attempt to describe what they were collecting. Back in the classroom, the plant matter was left to wilt and not investigated further. The coconuts were left in a pile and ignored. Children did not organise, describe or make representations of their finds.

Mathematical understanding was weak. Children rarely did more than count. They did not sort or categorise different objects. Older children knew 'big, bigger and biggest' and could recognise simple two-dimensional shapes. However, they did not solve mathematical problems or reflect on what they were doing. The older children were asked to stick squares of paper to show one, two and three, an activity that was too easy for almost all of them. Children did not

use Manipulatives to support their number recognition or to learn different ways to represent numbers. They were not encouraged to link mathematical ideas to real-life situations and they did not use mathematical symbols.

The children lacked adequate resources to develop their technological understanding. They could use paint, sand and play dough but did not use a sufficient range of tools or natural materials. The scope of their experiences was therefore somewhat limited. There was no use of magnifiers or cameras, for example, for children to explore their world more closely. Children had no access to computers. This deprived them of gaining an early understanding of how computers work and the wide range of games and learning tools they could offer. Children were, however, able to listen to music on compact disc players. A few children used buttons and zippers when they dressed and undressed dolls.

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

Children's sense of self was weak. They were not developing a sense of their rights and responsibilities. While classroom rules were posted on walls, teachers did not refer to them and children were not helped to understand what they meant in practice. Teachers were not consistent in how they managed behaviour, so children received mixed messages. This meant they were not clear about what was expected. For example, the teacher said, 'Don't shout out' but then accepted responses from children who shouted out. In some instances, children were learning to manage their personal needs while developing independence, for example when washing their hands. However, on other occasions, children were supported in eating and drinking.

Children had a satisfactory understanding of how their role and the role of others affected the community. A small minority of children were developing care for others, such as by comforting them when they were upset. In the home corner, children engaged in role play to develop and extend their imagination. The pre-school held a Careers Day when children got to dress up in the roles of different community helpers and learn something about their work. However, children had few opportunities to play games that promoted turn-taking or sharing.

There was some provision to help children understand about the environment and the preservation of their natural world. The children had visited the Royal Botanical Gardens,

where they saw different kinds of plants and trees. In addition, the children had planted tomatoes in grow boxes and later reaped tomatoes that were used for lunches.

Children’s cultural experiences were weak. No resources relating to the local Caymanian culture were evident. Children were not learning about their own culture, or that of others. Books did not reflect local stories or folk tales. Children did not make links between their families and the wider world. However, the pre-school did hold an annual Cultural Day where children dressed up in national costumes and brought in special food.

Children had regular opportunities to participate in religious observance. Most took part purposefully and with enthusiasm in the weekly whole-school assembly. Almost all children joined in with worship songs and were able to request their favourites. A minority of children from each class could recite the Bible verse of the week. Almost all children clasped their hands and closed their eyes in prayer.

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

Children’s verbal and symbolic communication was weak. Children had limited development of the skills of conversation. They were talked to and told what to do. When there were occasional instances of a conversation, these were not extended. Teachers readily accepted one-word responses from children, rather than encouraged to reply in whole sentences. In reading activities, questions were pitched at a low level. Children had few opportunities to develop non-verbal communication skills, such as understanding different facial expressions to determine mood. Children had no support in expanding their vocabulary beyond simple words. Children did not have opportunities to develop early writing skills or make marks. Crayons were used only for colouring.

Children’s listening skills were satisfactory. Almost all listened attentively to stories. There were good routines to support listening, such as through preliminary songs. However, children were not encouraged to ask questions about what they were hearing. They had some experience of listening to nursery rhymes.

Children’s creative expression was weak. There was no evidence that they retold stories they had heard. Children mostly had access to art media such as paint, play dough, sand and crayons. Most creative activities were controlled by adults, so children lacked the opportunity to make choices, apart from very superficial ones. Children had experience of music and dance,

but as a guided activity. They had not experienced any live music or dance. While they had access to musical instruments, they were not taught how to use them properly, or how to appreciate music. Children did have a degree of freedom when playing unsupervised in the home corner.

Children’s appreciation of literacy was satisfactory. They actively participated in shared stories with partners and in small groups. They understood how to handle books: which was the right way up, and where to turn the page. A range of good quality books was available to them in places they could reach. Children learned the letters of the alphabet, but they were not guided in how to sound out simple words.

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

The way that children made safe and healthy decisions as they learned about their bodies was satisfactory. The pre-school made provision for potty-training. There were examples of children growing in independence. For example, a two-year old knew to throw a wipe away in the bin. Children always washed their hands before meals. They had healthy exercise through outdoor play. They received a healthy breakfast and a wholesome, nutritionally balanced lunch, although some of the snacks brought in from home were less than healthy.

Children’s emotional development was weak. They were not showing a growing capacity to manage their own behaviour, and a significant minority of children did not respond rapidly to adults’ instructions. Many children could not cope with frustration. They were not actively taught how to manage their emotions. Only in isolated incidents were they taught skills to resolve conflicts. Learning time was lost because children were too slow to make transitions from snack tables to the carpet, or from the carpet to work centres.

Children’s social skills were weak because adults were not sufficiently active in making their expectations clear. Children were not given scenarios to help them regulate their behaviour, for example through using puppets. They could not rehearse how to react if a particular situation arose, such as somebody snatching their toy away. This meant that children tended to react badly when such situations arose.

Children’s aptitude for reflection was weak. It did not happen with sufficient regularity. Teachers did not encourage them to reflect upon their learning or talk through their feelings. Instead, they were given instructions. They were not expected to have an opinion, but simply to do what they were told unquestioningly. Consequently, children did not grow in their appreciation of their own and others’ ideas.

Teaching, learning and assessment

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

Teaching was weak. The staff did not use their subject knowledge to ensure that children learnt. They had plans but did not carry them out effectively. They did not use the resources that were available to them in the classrooms. The resources they did use had minimal impact on the children's learning. For example, children were asked to read the letters on a set of cards, but almost all of them did not know what they were.

Questioning was often too narrow and low level. It was limited, for example, to 'What colour is it?' Classroom procedures and routines were not consistently observed. This resulted in a loss of learning time and to children becoming disengaged. Teaching strategies failed to address the individual needs of children. Nonetheless, some efforts were made to create an attractive learning environment, such as the reading nook in the four year olds' classroom.

Learning was weak. Teaching was often instructional and children did not reflect on their learning. Children did not have enough opportunities to develop their own interests or to sustain concentration. The structures of the daily timetable did not build enough flexibility for children to explore or learn independently. Children were not developing the capacity to become active participants in their own learning. They did not know how to improve their work. There was no sharing once an activity had been completed, to enable children to celebrate their achievements or to explain what they had found out to others. Children rarely made connections with other learning in the real world. There were few opportunities for higher-order thinking skills such as inference or prediction.

Assessment was weak. Assessments were only made to report to parents and did not inform the planned curriculum provision. The assessment model for parents was limiting, especially in recording the progress of the more-able children. In class, there were limited questions that gauged children's understanding, for example of a story. Questions were not asked to assess the depth of children's learning, or to move them on in their thinking. Historically, the Centre had some records of children's ongoing achievements but these had not been maintained this year. Staff did not modify activities based on assessment information. They simply gave all children the same activities to do, regardless of how equipped they were to complete them.

Curriculum

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

The curriculum was weak. Children did not have access to computers, i-Pads or cameras. This limited the extent to which they could explore their world and the wider world around them. There was no progression built in to the content of lessons from the work three-year olds were doing to the work being undertaken by four-year olds. The children all did the same tasks, such as using moulds to shape dough. Activities did not become increasingly sophisticated as children grew older. Children had limited opportunities to hone their skills, for example through using scissors or a range of other tools.

While staff planned from the Cayman Islands Early Years Curriculum Framework, the curriculum in practice lacked choice and depth. There were limited opportunities for science, exploration or meaningful learning. Leaders and teachers did not reflect upon the effectiveness of the curriculum, or how they could make it more relevant or purposeful for the children, responding to their needs. There was not enough learning time in the day because of the time spent on breaks, lunch and inefficient transitions. Outside, while children could play, there were no opportunities to promote other areas of learning.

Safety and support

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

The health and safety of the children were good. All requirements for the health and safety of the children were met. The pre-school was a safe environment and the site was secure. It met all fire and environmental safety standards. Monthly fire drills were held. Staff took particular care to keep the building clean. Floors were mopped regularly.

Healthy living was built into the life of the pre-school. Children received wholesome and nourishing food, carefully prepared by the cook. They took a nap in the middle of what was for most of them a very long and tiring day. During the inspection, it was noted that one of the first aid kits was incomplete.

Support and guidance for the children were weak. While teachers responded to children's personal needs with appropriate advice, they did not effectively meet children's academic needs. They did not keep ongoing records of children's achievements, apart from a quarterly report to parents. It was not clear how these assessments were reached, as there were no criteria and nobody checked them. Children who had special educational needs received some external support, but no records were kept. Teachers did not know how well children who had special educational needs were progressing from their starting points. There was no policy for the support of these children.

Leadership and management

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

The leadership of Tiffany's Pre-School was weak. Its impact was not evident in children's academic progress, although it was in the caring culture. There was not sufficient drive to make improvements to teaching and learning. Consequently, children had not made the progress they should have done. Staff lacked shared understanding of how young children learn. Leaders reacted to external requirements, rather than being proactive in the ways they developed the centre.

The leadership of self-evaluation was weak. There was no systematic monitoring and evaluation. Whilst leaders sometimes conducted walk-throughs, feedback to staff was minimal. There was an annual evaluation of each member of staff, but no targets were set for improvement following these meetings. The centre did not have any self-evaluation document, or any plans for improvement, so it lacked strategic direction. Staff were therefore unaware of the pre-school's key priorities for improvement.

Links with parents and the community were satisfactory. Parents who filled in surveys and spoke to the lead inspector were very positive about the pre-school. The procedures for communicating with parents were good. There were productive links with the community. For example, the pre-school created a growing space with sponsorship from a local nursery. The centre regularly reported to parents on children's progress, but did not include next steps that children could take to improve their learning further.

Staffing and the learning environment were satisfactory. The school building was kept very clean and was attractive as a place to learn. There was a low turnover of staff. All staff working with children had the appropriate qualifications. Correct ratios of children and staff were maintained at all times. Staff were deployed with a clear rationale where it was considered they would do the best job. The centre had strengths in its resources to promote children's gross motor skills, including for example in the new climbing frame. There were plenty of books for children to enjoy. However, many resources were not accessible for children to use and were under used. There were not enough resources in particular for science and technology.

Survey results

Twenty-three parents and seven 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 on-line survey in advance of the inspection. Almost all parents felt that their children were making good progress in literacy and communication. The majority thought that their children were making good progress in mathematical and scientific understanding. The majority agreed that behaviour was good and that their children were acquiring a good environmental understanding. Almost all parents judged the quality of teaching to be good. They all agreed that their children enjoyed coming to the centre. Almost all believed that their children were inspired to learn and most felt that they had a wide range of play opportunities. A minority believed there were regular visits and visitors. Almost all parents believed that their children were safe, and that the pre-school was fair to them. Most felt that staff dealt with poor behaviour well and almost all believed that the centre was well led. Most felt the school responded to their concerns. Eight parents offered comments within the survey and almost all of these stated how happy they were with Tiffany's Pre-School, although there was the suggestion that reading and writing skills could be taught earlier.

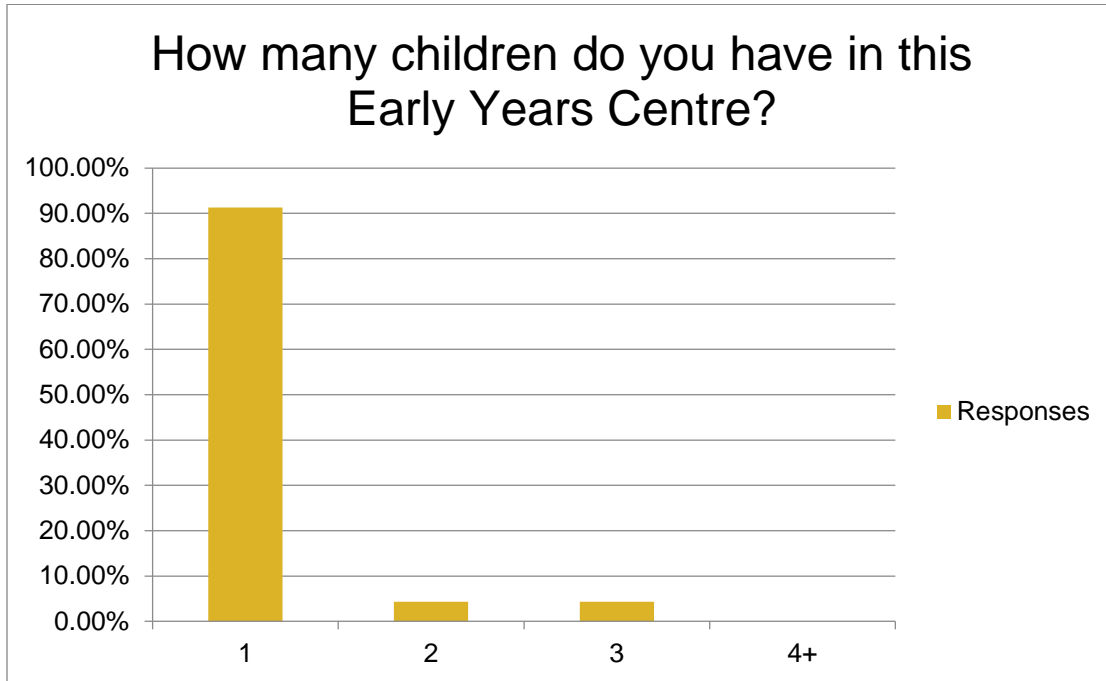
Seven members of the teaching staff completed the survey. A minority had worked at the centre for three years or more. Most believed the pre-school to be safe and caring. Most felt that the centre promoted a healthy lifestyle and served nutritional food. The majority believed behaviour was good, but a significant minority disagreed. Most staff believed the children were taught conflict resolution. The majority believed that they dealt well with poor behaviour, but a significant minority disagreed. The majority disagreed that they were involved in school self-evaluation or improvement plans. All believed parental involvement to be good. Most felt that parent-teacher meetings were well attended. Most said they received support with training. The majority believed the pre-school had enough resources and that the quality of provision was good. The majority of staff believed the Centre to be well led, but a significant minority disagreed. Only a few teachers commented within the surveys, mainly praising the dedication of the Principal.

What happens next?

As overall progress has been judged as weak, there will be a further 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.

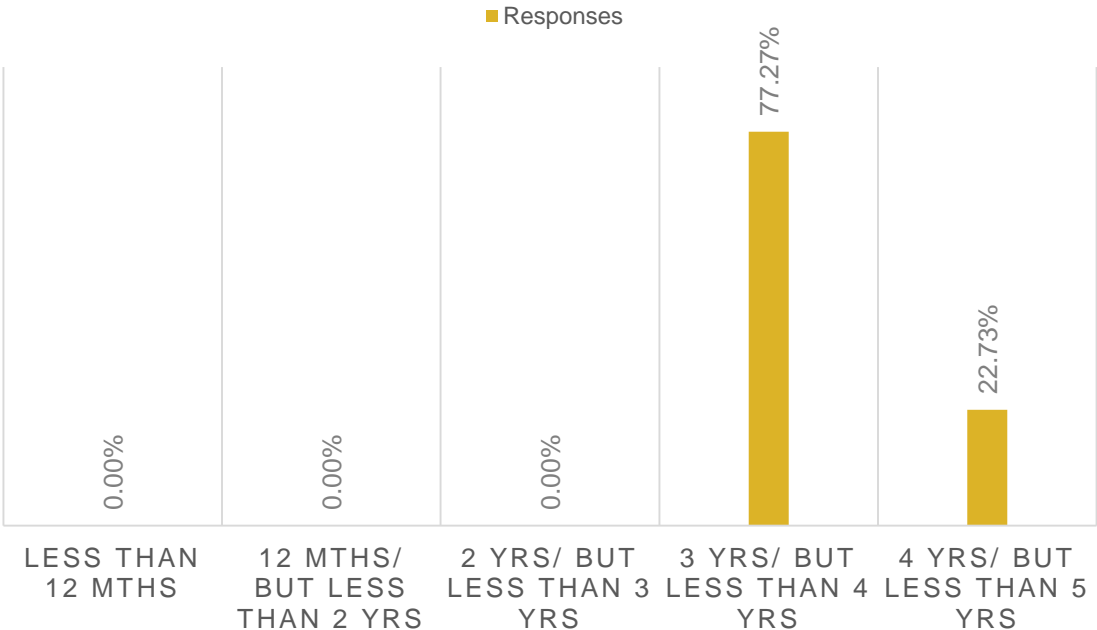
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How many children do you have in this Early Years Centre?



Response	Count
Answered	23
Skipped	0

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



Response	Count
Answered	22
Skipped	1

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

Response	Percentage	Count
Less than one year	21.74%	5
More than one year but less than three years	69.57%	16
More than three years	8.70%	2
	Answered	23
	Skipped	0

What is your nationality?

81.82%

Caymanian

18.18%

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	36.36%	8
Agree	54.55%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	2
	Answered	22
	Skipped	1

My child is making good progress in their mathematical understanding.

Response	Percentage	Count
Strongly Agree	13.64%	3
Agree	40.91%	9
Disagree	13.64%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	31.82%	7
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	13.64%	3
Agree	36.36%	8
Disagree	22.73%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.27%	6
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	63.64%	14
Agree	31.82%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.55%	1
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40.91%	9
Agree	59.09%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	22.73%	5
Agree	50.00%	11
Disagree	9.09%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.18%	4
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	31.82%	7
Agree	59.09%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	2
	Answered	22
	Skipped	1

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	54.55%	12
Agree	45.45%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	22
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	45.45%	10
Agree	50.00%	11
Disagree	4.55%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	36.36%	8
Agree	50.00%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.64%	3
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	4.55%	1
Agree	31.82%	7
Disagree	4.55%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	59.09%	13
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	56.52%	13
Agree	39.13%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43.48%	10
Agree	47.83%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	0

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	47.83%	11
Agree	47.83%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.45%	10
Agree	36.36%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.18%	4
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	34.78%	8
Agree	21.74%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	43.48%	10
	Answered	23
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	39.13%	9
Agree	56.52%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30.43%	7
Agree	52.17%	12
Disagree	13.04%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	52.17%	12
Agree	39.13%	9
Disagree	4.35%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	45.45%	10
Agree	40.91%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.64%	3
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	52.17%	12
Agree	39.13%	9
Disagree	4.35%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	34.78%	8
Agree	39.13%	9
Disagree	8.70%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.39%	4
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39.13%	9
Agree	34.78%	8
Disagree	8.70%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.39%	4
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	27.27%	6
Agree	45.45%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.27%	6
	Answered	22
	Skipped	1

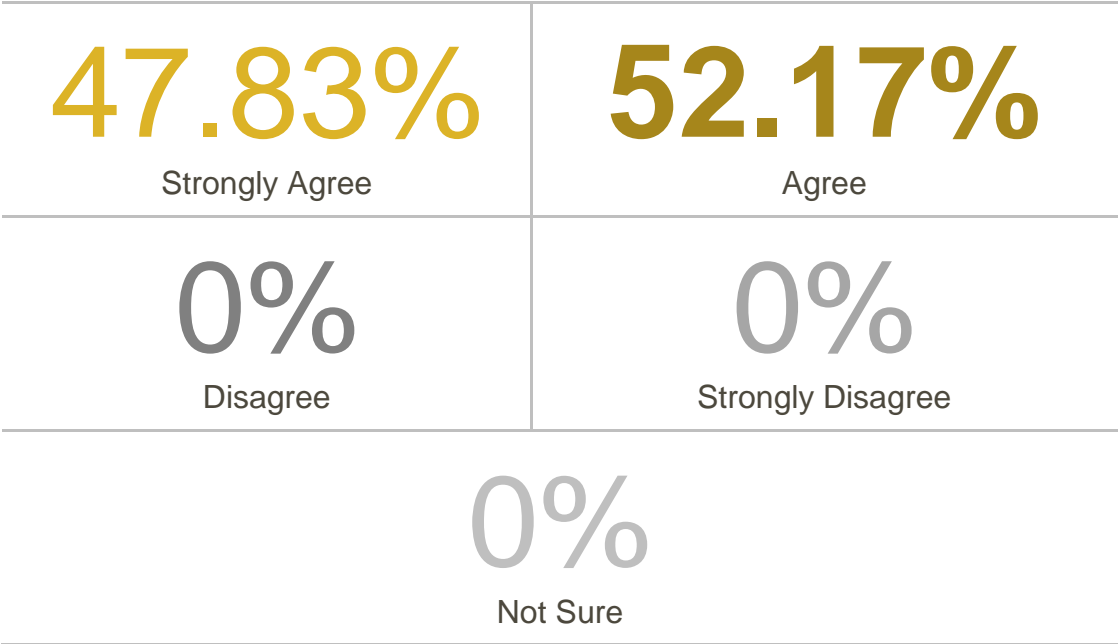
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	30.43%	7
Agree	56.52%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.04%	3
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	34.78%	8
Agree	60.87%	14
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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



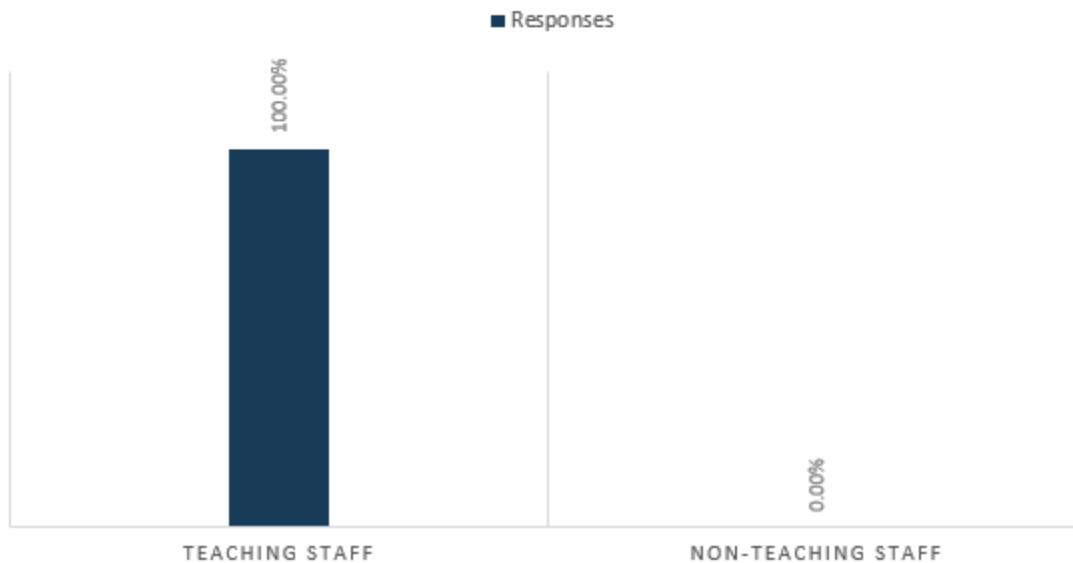
Response	Count
Answered	23
Skipped	0

Appendix 2

Office of Education Standards | Staff Survey 2018

What is your role in the Centre?

What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	14.29%	1
More than one year but less than three years	42.86%	3
Three years or more	42.86%	3
	Answered	7
	Skipped	0

What is your nationality?

14.29%

Caymanian

85.71%

Non-Caymanian

The behaviour of most students in the Centre is good.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	71.43%	5
Disagree	28.57%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42.86%	3
Agree	42.86%	3
Disagree	14.29%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

There are good assessment systems in this Centre.

Response	Percentage	Count
Strongly Agree	14.29%	1
Agree	57.14%	4
Disagree	14.29%	1
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	57.14%	4
Agree	28.57%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	1
	Answered	7
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42.86%	3
Agree	42.86%	3
Disagree	0.00%	0
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	28.57%	2
Agree	57.14%	4
Disagree	0.00%	0
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

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	14.29%	1
Agree	71.43%	5
Disagree	0.00%	0
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	42.86%	3
Agree	28.57%	2
Disagree	14.29%	1
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	42.86%	3
Agree	28.57%	2
Disagree	14.29%	1
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	14.29%	1
Agree	57.14%	4
Disagree	0.00%	0
Strongly Disagree	28.57%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	85.71%	6
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	14.29%	1
Agree	57.14%	4
Disagree	0.00%	0
Strongly Disagree	28.57%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	14.29%	1
Agree	28.57%	2
Disagree	42.86%	3
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	28.57%	2
Agree	57.14%	4
Disagree	0.00%	0
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	28.57%	2
Agree	57.14%	4
Disagree	0.00%	0
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	100.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	14.29%	1
Agree	57.14%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	28.57%	2
	Answered	7
	Skipped	0

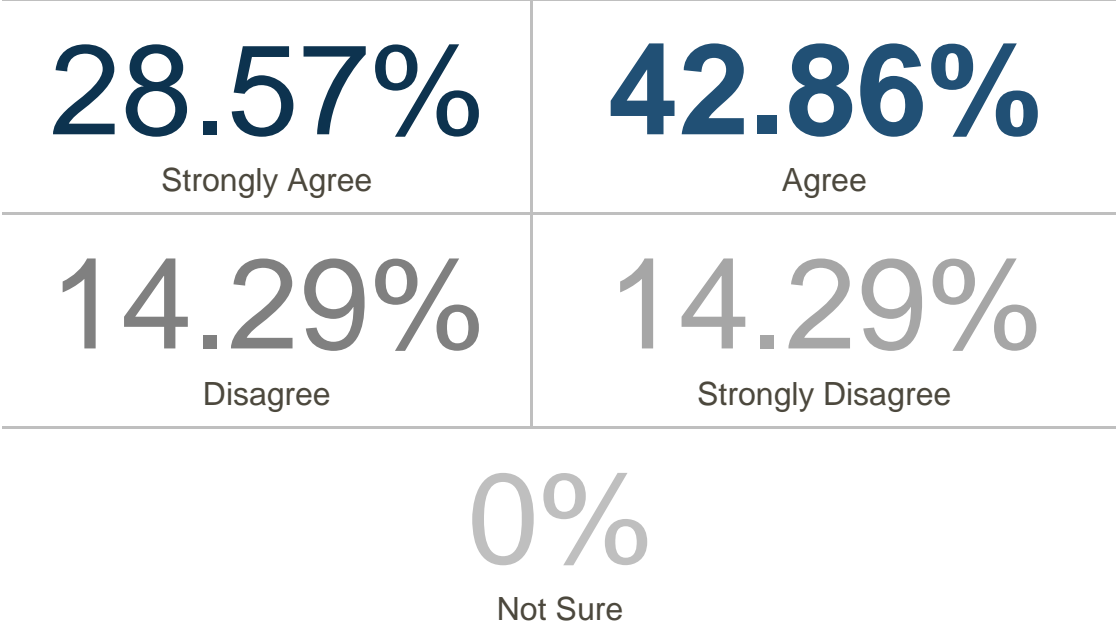
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	14.29%	1
Agree	57.14%	4
Disagree	14.29%	1
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	14.29%	1
Agree	42.86%	3
Disagree	0.00%	0
Strongly Disagree	14.29%	1
I am unsure or unable to answer the question	28.57%	2
	Answered	7
	Skipped	0

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



Response	Count
Answered	7
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.

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

