



# FOLLOW-THROUGH INSPECTION REPORT

## **TIFFANY'S PRE-SCHOOL**

OFFICE OF EDUCATION STANDARDS  
APRIL 2019

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# Introduction

In academic year 2018-19, the Office of Education Standards conducted inspections of schools and early year's centres across The Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

## Follow-Through Inspections

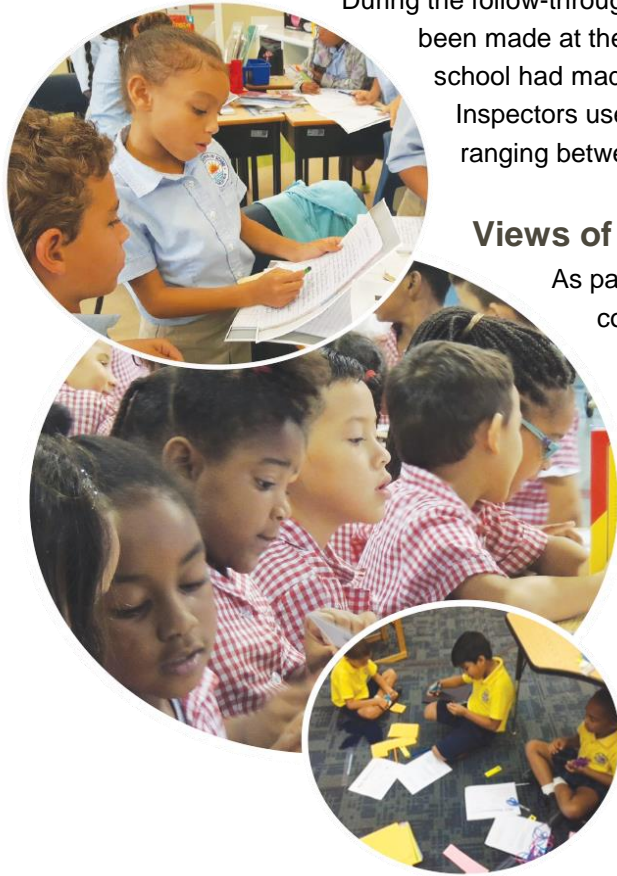
During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the initial baseline inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

## Views of stakeholders

As part of the follow-through inspections, parents and staff were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

## Follow-Through Inspection of Tiffany's Pre-school

The Follow-Through Inspection of Tiffany's Pre-school took place from April 4th to 5th, 2019. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, assessment data were also reviewed.



## 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%

## Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that had been made by Tiffany's Pre-school in addressing the five recommendations from the previous inspection report of October 2018.

The inspectorate judged that there has been weak progress overall.

## Recommendation 1

**Ensure that Tiffany's Pre-School has the rigorous systems and procedures necessary to evaluate practice and bring about rapid improvement.**

The school had made **weak** progress in addressing this recommendation.

Subsequent to the inspection conducted in October 2018, the school leaders and staff at Tiffany's Pre-School had facilitated planning meetings and had developed a school improvement plan to address the areas of weaknesses identified in the school inspection report. Although the development plan referenced some of the areas identified as weak in the full inspection conducted in October 2018, it did not deliberately target for action the five overarching recommendations so as to drive improvement in the school's practice and raise the children's achievement. The Centre's process of self-evaluation was noted to be at the early stage of development. Planned improvements should include specific and measurable goals, clear timelines and indicate the persons responsible for particular actions.

Commendably, the members of the teaching staff had benefitted from opportunities to observe best practice in other early years settings but staff were not yet working together as part of a cohesive teaching learning community to share good practices within their own Centre. Staff would benefit from additional opportunities to observe their peers in lessons and to discuss improvements to teaching and learning leading to improvement in the quality of the children's experiences. Of note, the teachers were receptive to suggestions for improvement and keen to improve their practice.

Furthermore, effective systems were not yet established to monitor the quality of teaching and learning to drive improvement in children's attainment. For example, formal lesson observation tools were not yet developed to monitor and evaluate the quality of teaching across the Centre. In order to ensure that all children in the Centre achieve as highly as possible, stronger direction was required from the principal including a strategic approach to monitoring and evaluating teachers' classroom practice.

The staff were not yet tracking and monitoring children's progress effectively and inspectors observed that assessment practices were underdeveloped in the two-year old and the four-year old classes. All children did not have individual learning journals or portfolios that documented their learning journey to support progression or to inform their next steps in learning.

Overall, inspectors found that the leaders approaches to reviewing the work of the Centre lacked focus and had not yet led to improvements to children's learning and achievement as rapidly as it could if more robust systems were in place.

## Recommendation 2

### **Develop teachers' capacity to have productive interactions with children that extend their thinking and deepen their understanding.**

The school had made **weak** progress in addressing this recommendation.

The teaching staff had benefited from training and support provided by the Ministry of Education Early Childhood Care and Education Team. The training sessions had focused upon increasing the skills of staff in managing children's behaviour. Staff from the Centre had visited another school to observe good practice. Staff had attended a range of courses which supported their professional development. Furthermore, experienced staff from the Ministry of Education had observed sessions in the Centre and provided advice and guidance to the teachers regarding classroom organisation, lesson planning and the use of behaviour management strategies. The training had helped improve aspects of teachers' practice. For example, in all classes, inspectors noted that adults were caring and proactive in supporting the children's emotional and physical needs. In the class for two-year old children, there were effective interactions which supported the children's learning. When engaged in music and movement for example, the teacher used a range of musical sequences to guide the children's movement and promote good listening.

In the classes for three and four year-old children there were practical activities which interested the children. However, during these sessions, much of the adult's time was given to the practical organisation of the session and the management of the tasks. Too little time was given to supporting the children's learning. For example, during the sessions observed in the three and four-year old classes, classroom assistants were not deployed effectively to provide the learning support needed to maximise the children's understanding or completion of set tasks.

There were a few children in the Centre with special educational needs. These children had received support from the Ministry of Education Early Intervention Team. Individual education plans had been developed but these were not implemented consistently by staff during the nursery day. Information and assessment sharing processes required improvement to ensure a more consistent delivery of specific programmes and strategies in the various learning contexts experienced by the children.

## Recommendation 3

**Improve information technology resources, and make better use of existing resources, so that children have opportunities for research and independent learning.**

The school had made **weak** progress in addressing this recommendation.

Supported by the Ministry of Education Early Childhood Care and Education team, the staff had reviewed the resources and there had been some re-organisation of the classroom spaces. The Principal and staff had created an additional teaching area, which a group of the three-year old children used on a regular basis. The use of this area required review. The available space met Education Council requirements but it was relatively small and restricted the range of activities available to the children.

The Principal and staff had reviewed the report following the inspection of October 2018. The resources available in each of the teaching areas had been re-organised and there had been a number of additional resources purchased to enhance the curriculum. However, the library areas in the three and four-year old classes required improvement. Areas for the promotion of children's early writing skills were also under developed and were infrequently used by the children.

Children in the Centre had limited access to resources which supported their understanding and knowledge of information and communication technology. The Principal believed that the children had access to devices at home and consequently there were no plans to facilitate the children's acquisition of skills and knowledge in this area of the curriculum. Teachers made use of technology to support the delivery of the curriculum. For example, music was played and short videos were shared with the children to engage their interest. However, at times the small screens used did not allow easy access for the children in the larger groups. There were no programmable toys or simple equipment available at any stage of the Centre to support the children's acquisition of early technological knowledge and skills.

There were too few opportunities available for the children to learn independently or express choice in their learning. In the three-year-old classes the teachers made effective use of a session planner in which activities were represented pictorially and the children could select from the choices available. Children self-registered at the start of the day. In other classes and across the typical day, however, there was a large proportion of the day which was adult-directed. Also, significant time was allocated in all of the classes as prescribed time for resting, break-time or snacks. The balance of time between adult-led and child initiated activities needed review and opportunities for purposeful outdoor play required further development.

Resources for other areas of the curriculum also required improvement. Children enjoyed opportunities for creative expression but these were limited by the choice of brushes, tools and paper available. In revising the classroom libraries, the number of books had been reduced significantly and, as consequence, the range of texts available for the children to choose was too limited. The libraries were less stimulating and under used by the children. There was significant scope to extend the opportunities for the promotion of the children's emergent writing in different contexts.



## Recommendation 4

**Ensure all activities planned for children are sufficiently challenging to meet their individual needs.**

The school had made **weak** progress in addressing this recommendation.

Planning was a consistent feature of the Centre as all teachers developed weekly plans organised around the early learning goals in the Cayman Islands Early Years Framework. However, weekly plans were generic and did not always detail the specific skills, knowledge and attitudes that children were expected to develop and demonstrate. In addition, teachers needed to ensure that children's skills were built upon more effectively as they moved from one class to the next. There was the need for greater clarity in how children's learning developed from stage to stage. For example, samples of children's work in the four year old class did not always reflect attainment aligned to age-related expectations.

The staff supported children's social and emotional needs well but were not always as effective in supporting the children's learning. The classroom environment in the main three-year old and four-year old classes did not consistently promote children's learning. In these classes, the pace of learning needed to be more brisk to maintain the children's engagement and to reduce off-task behaviour. Some teachers demonstrated limited knowledge and skills to direct or control learning as low level disruption at times affected the pace and progress in lessons.

Children who required additional help in their learning were not always well supported. Staff did not always plan with sufficient detail to meet the range of children's learning needs, including those with special educational needs (SEN) or those who required additional challenge. All children completed the same activities regardless of their ability levels or prior learning.

There were limited opportunities for children to be active participants in their learning and to independently organise their own learning. Some teachers provided opportunities for children to reflect on their learning through plenary activities, but a small number of the activities and routines indoors were too structured and over-directed by the adults and, as a consequence, this restricted the development of the children's independence, inquiry, creativity and problem-solving skills.

Staff should further review the curriculum to ensure that activities provide sufficient depth and challenge across all areas of the children's learning. Staff should also make more effective use of observations and assessment of students' learning to inform future planning and to guide progression in learning for all children.

## Recommendation 5

**Review the timetable and procedures for transition, to ensure that more time is devoted to learning activities.**

The school had made **weak** progress in addressing this recommendation.

Following the inspection in October 2018, the staff and senior leaders had reviewed and had made adjustments to the Centre's schedule. There were some positive routines evident in the structure of the day. For example, breakfast and snack times were used effectively to promote the children's personal care and social interactions. In practice, however, there was still too much time set aside for resting, breaks and snack times. On the first day of the inspection there was insufficient time allocated to outdoor play. Transitions from one session to the next were not always managed effectively and whole class activities were not, at times, well suited to the various needs of the different children in each of the three and four-year old classes. Transitions were not always efficient and this sometimes resulted in children waiting for lengthy periods between activities. For example, inspectors observed children waiting for a long period of time between centre activities and lunch or when transitioning from indoor to outdoor play. Transitions were not always signaled by verbal and visual alerts, although it was noted that a bell was used in one class to signal the end of an activity. There was scope for better use of signals and alerts to consistently draw children's attention to the end of an activity and the inclusion of educational games or activities to focus children's attention between activities and to reduce the loss of instructional time. Senior leaders should also review the organisation of the day to ensure that children benefit from additional outdoor time and encourage parents to provide hats for the children to wear during outdoor activities.

# Survey Results

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

Ten parents completed the on-line survey. Almost all were Caymanian. Almost all parents reported that their children made good progress in all aspects of early communication and scientific understanding and a majority agreed that their children made good progress in early mathematics. Most stated that the early years centre was effective in developing their children's personal and social development skills. Almost all parents expressed the view that the quality of teaching in the early years centre was good and all stated that their children enjoyed attending Tiffany's Pre-School. Almost all parents stated that the Centre was well led and that communication between the early years centre and parents was effective and timely. Most parents expressed that parent-teacher meetings were helpful and held regularly and that parents were effectively involved in the work of the early years centre.

Eight staff completed the on-line survey. Most of the staff were non-Caymanian. A majority of the staff stated that there were good assessment systems at the Centre and that the Centre provided opportunities for children's exploration, choice and independent learning. Almost all staff stated that they were knowledgeable regarding child protection arrangements and that children were treated fairly. Most staff stated that the Centre effectively supported their professional continuous development and that they were involved in the process of self-evaluation and improvement planning. All staff commented that the parent-teacher meetings were helpful and well attended and most stated that parents were effectively involved in the work of the school. Most staff expressed that the Centre was well led and all stated that the Centre provided a good quality education.

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## What happens next?

As overall progress has been judged as weak, there will be a further Follow-Through Inspection of Tiffany's Pre-School within six months of the publication of this report.

The Centre will continue to receive follow-through inspections until it either satisfactorily meets all of the recommendations from the inspection of October 2018, or is inspected as part of the full cycle of inspections.

## Office of Education Standards | Parent Survey 2018

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

Response	Percentage	Count
Less than one year	30.00%	3
More than one year but less than three years	50.00%	5
More than three years	20.00%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?*

**90%**

Caymanian

**10%**

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	50.00%	5
Agree	40.00%	4
Disagree	10.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	20.00%	2
Agree	50.00%	5
Disagree	20.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	10.00%	1
Agree	70.00%	7
Disagree	10.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	50.00%	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>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	30.00%	3
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	70.00%	7
Disagree	10.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	50.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	60.00%	6
Agree	40.00%	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>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	50.00%	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>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	30.00%	3
Agree	50.00%	5
Disagree	10.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	30.00%	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>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	50.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>



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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	50.00%	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>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	40.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	30.00%	3
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	40.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	20.00%	2
Disagree	10.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	70.00%	7
Agree	20.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	60.00%	6
Agree	30.00%	3
Disagree	10.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	30.00%	3
Agree	50.00%	5
Disagree	10.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	40.00%	4
Agree	40.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50.00%	5
Agree	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

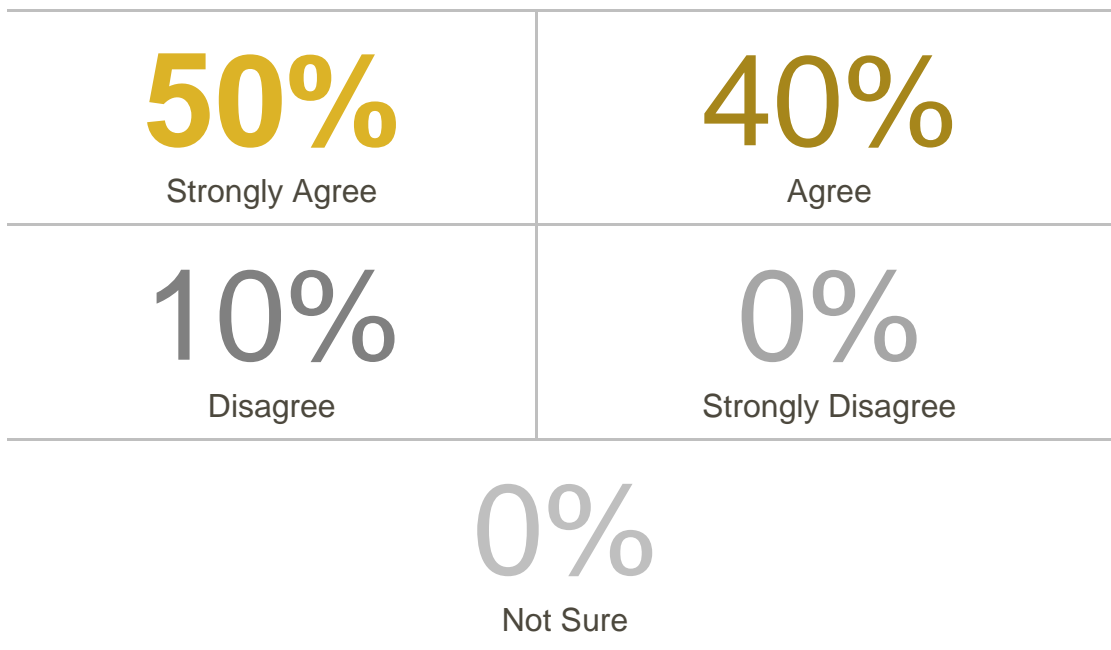
***The Early Years Centre has appropriately qualified and suitably skilled staff.***

Response	Percentage	Count
Strongly Agree	30.00%	3
Agree	50.00%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	30.00%	3
Agree	60.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

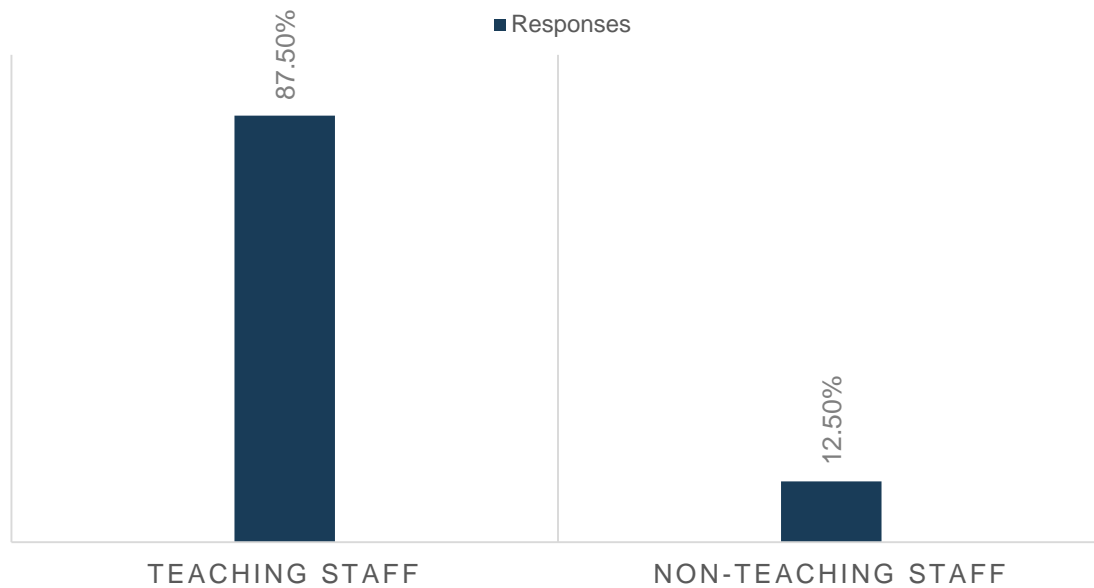
***Overall, I am satisfied with the quality of education provided at this school.***



Response	Count
<b>Answered</b>	<b>10</b>
<b>Skipped</b>	<b>0</b>

## 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	25.00%	2
More than one year but less than three years	37.50%	3
Three years or more	37.50%	3
	<b>Answered</b>	<b>8</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?***25%**

Caymanian

**75%**

Non-Caymanian

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

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	75.00%	6
Disagree	12.50%	1
Strongly Disagree	12.50%	1
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>8</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	12.50%	1
Agree	75.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	1
	<b>Answered</b>	<b>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	12.50%	1
Agree	62.50%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	2
	<b>Answered</b>	<b>8</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	25.00%	2
Agree	75.00%	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>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	37.50%	3
Agree	62.50%	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>8</b>
	<b>Skipped</b>	<b>0</b>



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

Response	Percentage	Count
Strongly Agree	50.00%	4
Agree	50.00%	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>8</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	50.00%	4
Agree	50.00%	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>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	37.50%	3
Agree	62.50%	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>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	25.00%	2
Agree	75.00%	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>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	25.00%	2
Agree	75.00%	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>8</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	37.50%	3
Agree	62.50%	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>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	12.50%	1
Agree	75.00%	6
Disagree	12.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>8</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	12.50%	1
Agree	75.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	1
	<b>Answered</b>	<b>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	37.50%	3
Agree	62.50%	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>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	37.50%	3
Agree	62.50%	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>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	12.50%	1
Agree	75.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	1
	<b>Answered</b>	<b>8</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	25.00%	2
Agree	62.50%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	1
	<b>Answered</b>	<b>8</b>
	<b>Skipped</b>	<b>0</b>

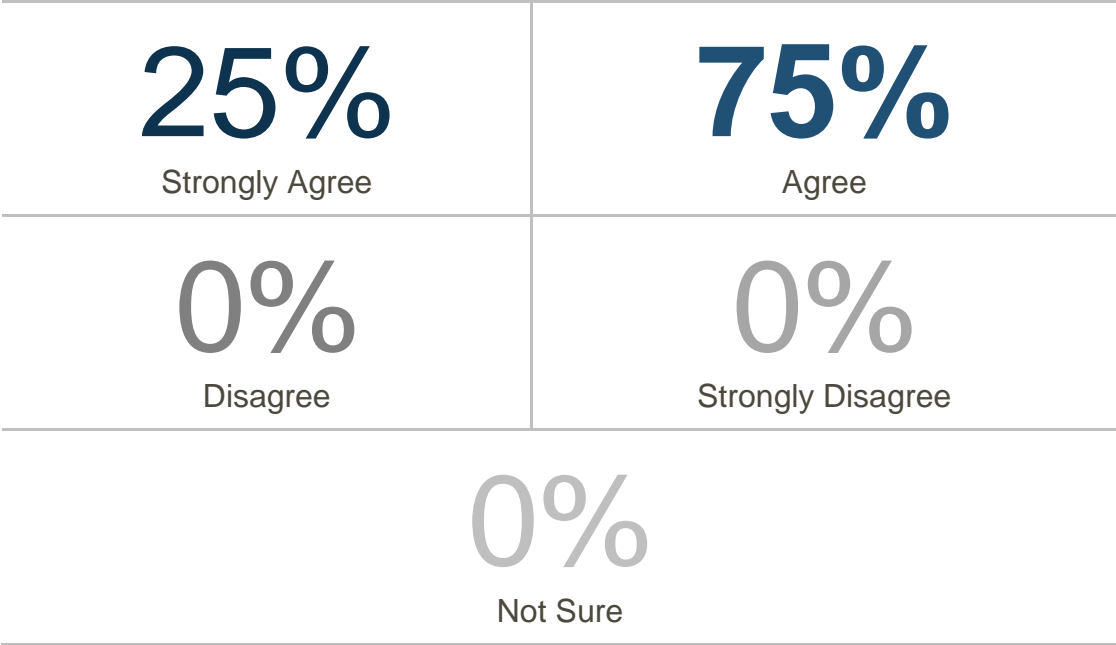
***The Centre has adequate, appropriate qualified and suitable skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	12.50%	1
Agree	75.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	1
	<b>Answered</b>	<b>8</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	12.50%	1
Agree	75.00%	6
Disagree	12.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	<b>Answered</b>	<b>8</b>
	<b>Skipped</b>	<b>0</b>

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



Response	Count
Answered	8
Skipped	0

## 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)**

