



**EARLY CHILDHOOD CARE AND
EDUCATION INSPECTION REPORT
SISTER JANICE EARLY LEARNING CENTRE**

**OFFICE OF EDUCATION STANDARDS
FEBRUARY 2020**

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Inspections of schools, colleges and early years Centres in the Cayman Islands

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

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about the Centre

Name of ECCE Centre	Sister Janice Early Learning Centre
Address	41, Watler Lane, off Crewe Road, George Town, Grand Cayman
Telephone	345- 949-2524
E-mail address	sisterjanicepreschool@yahoo.com
ECCE Centre website	None
Name of manager	Ms. Carol Watson
Name of owner (If different from manager)	Mr. Eldon Rankine
Centre's hours of operation	Mon - Fri. 6:30am to 5:30pm
Number of children on roll	52
Number of teaching staff	8
Number of support staff	4
Date of last inspection	May 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	6	4	10
12 -18 months	3	6	9
18 - 36 months	6	14	20
36- 48 months	4	9	13
Total	19	33	52

The context of the Centre

Sister Janice Early Learning Centre is located on Walter Lane, off Crewe Road, George Town, Grand Cayman.

The Centre has been in operation for over twenty years and is owned by Mr. Eldon Rankine. The Principal, Ms Carol Watson, has worked at the Centre since 2006 and was promoted to the Principal's position in 2012. She also serves as lead teacher and has a diploma in early childhood education. The majority of parents are Caymanian, and many drop their children off before they go to work. The Centre's opening hours are 6:30am to 5:30pm. The Centre caters for children from four months of age to four years. There are currently 56 children enrolled and there are six classes.

The school follows the Cayman Island Early Years Curriculum Framework.

The Centre's mission is to develop children's self-confidence and high self-esteem and to help them become competent learners and to demonstrate the joy of learning through play. The Centre offers children time to explore, play and share with classmates and teachers, indoors and outdoors.

Key strengths

Inspectors identified the following key strengths at Sister Janice Early Learning Centre:

- Children's attitudes and behaviour were good. They had developed positive relationships with one another and with the adults at the Centre. They had self-confidence and a positive sense of who they were and communicated well with one another and with adults, including visitors. Children were growing in independence and could work harmoniously.
- Staff provided a number of opportunities for children to go on trips and had many visitors to the Centre, which enriched their learning and added to their understanding and respect for Caymanian culture.
- The Principal worked with enormous drive and commitment and she put the children first at all times, whilst maintaining excellent relationships with parents and the community. She valued and supported her staff the very best she could.

Recommendations

Inspectors identified the following areas to support the development of the Centre:

- Improve children's experiences in scientific and technological exploration by increasing their opportunities for discovery and enquiry through the development of a potentially rich outdoor environment.
- Develop mark-making and children's own responses to writing and drawing from the earliest stages by;
 - developing staff understanding of how young children become readers and writers;
 - providing a print-rich environment with a consistent approach to labelling and signing;
 - encouraging the development of emergent writing and early reading through role play and imaginative activities;
 - Ensure teaching is experiential and engaging with minimal use of worksheets;
- Use assessment effectively by identifying what children know and can do in order to plan their next steps and to ensure the challenge is well matched to each child's learning needs.

Summary

Overall Evaluation - Satisfactory

The overall performance of Sister Janice Early Learning Centre was judged to be satisfactory. Across all quality indicators, almost all judgements were satisfactory or better.

Performance was good in developing children's movement, especially their gross motor skills as the large outside area offered space and interesting equipment. The Centre developed children's understanding of self well and they were thoughtful towards others.

The many visits and visitors included within the Centre curriculum ensured that the children had a good understanding and interest in Cayman culture. Children were respectful and enjoyed reciting prayers and learning bible stories. The Centre had good links with parents who were very positive about the care the Centre gave their children.

The Principal and her staff were keen to use the inspection to improve and demonstrated that they had good capacity to improve further.

Achievement

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

Children's movement was good. Most children were able to move about safely in a variety of ways with confidence. The infants were able to kick and stretch on their tummies and back, pull themselves up and stand to enjoy looking out from the low window of their classroom, according to their age and stage of development. Communicating through pointing, all of the children loved watching the chickens and the natural garden environment that could be viewed from their window. They were constantly on the move other than when resting or sleeping. Children were practising balancing to stand and walk about their classroom and were carefully supported and guided by the attentive staff team. Almost all of the toddlers and young children were able to demonstrate skilfulness in a range of movements to include pushing, pulling, lifting and climbing. They made good use of the spacious outdoor area to kick and run alongside a ball and throw and catch balls back and forth. Most children's gross motor skills were well developed and so with agility and confidence they could explore and extend their movement competencies to include moving to musical stimuli indoors. The children's fine motor skills, although largely good in terms of ability to manipulate small world toys, objects and tools, were less well developed in mark-making. A more varied programme of opportunities to practise mark-naming was required.

Sensory achievement was satisfactory overall. Sensory exploration was satisfactory in learning situations where children were encouraged to explore the indoor and outdoor environment. Most children sustained concentration when allowed to explore the sensory properties associated

with feeling including, for example, scooping and pouring containers of coloured rice. Most children enjoyed opportunities to explore water play, although the provision of water play indoors was under-utilised since there were no sinks in the classroom. In the more successful lessons observed indoors, staff did manage this by storing water in deep trays, basins and fish tanks. There was scope to develop far more varied water play opportunities outdoors. A few teachers also used feely bags containing various small objects to support the children's sensory development. A more extensive and varied programme of planned activities to promote exploration through taste, touch, smell, hearing and sight was required.

Scientific achievement was weak. Most children, although full of interest and natural curiosity, were given too few opportunities to develop their early scientific inquiry skills. Staff rarely encouraged the children to talk about the things they could see and hear in the world around them or to note similarities and differences in natural and man-made materials and objects. Opportunities to learn about growing things and how to care for plants and animals, for example, were under-developed for children of all ages. There were missed opportunities to encourage children to express their thoughts through the investigation of the natural world during daily outdoor play. Children were seldom given time to reflect upon why things happen or how things worked through simple activities such as colour-mixing paints or looking at objects through a magnifying glass. The setting was rich in opportunities to quickly enhance this area of learning through more extensive and purposeful use of the outdoor leaning areas.

Mathematical achievement was satisfactory. Most children demonstrated a satisfactory level of mathematical knowledge, skills and understanding when engaged in meaningful, practical activities. For example, when playing on the swings outdoors, a child was carefully supported by a member of staff to push his friend on the swing and to repeatedly help count the number of times he pushed the swing from one to ten. Most of three-year-old children demonstrated the ability to count to ten and a few demonstrated the ability to count beyond with accurate one-to-one correspondence. Most of the oldest children could recognise and name common 2D shapes. However, opportunities to develop mathematical understanding was insufficiently supported through cross-curricular learning and an over reliance upon the use of worksheets was often inappropriate and ineffective in addressing the varying abilities of the children.

Technological learning was weak because children had few opportunities to use a wide variety of media and tools for self-expression. Most of the planned programme for this area of learning was too heavily teacher-led. Examples of the children's art-work, for example, lacked originality. Children were given few opportunities to cut and stick, to draw, paint or to develop problem-solving skills by using tools and equipment by themselves for a variety of purposes. Children were too often given worksheets to colour in which had little educational value. Some dressing-up clothes were available in role play areas, but staff assisted the children too much at times, thereby preventing the children sufficient opportunity to gain independence in dressing themselves and gaining competency in fastening buttons and zippers, for example. More opportunities were required for children to gain confidence and independence in using equipment such as CD players and keyboards, whilst participating in discussions with staff about why things happen and how things work.

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

Children's sense of self was good as they had developed a strong understanding of their place in the world and were well behaved and secure. The very youngest children were alert and interested in what adults and other children were doing. Most children showed an understating of the importance of independently taking care of themselves and would immediately wash their hands after using the toilet. They could readily help with clearing away their toys and activities they had been using. They were acutely aware of what was the right and the wrong behaviour and were always keen to do the right thing.

Their care for others was good. At an early age they had begun to show consideration and thoughtfulness towards others, and all were respectful and affectionate towards children and adults. They developed good habits of sharing and taking fair turns and usually resolved their own disputes about who's turn it was. They could work well in groups. This was true both inside and outside in the large outdoor area. Small groups of children would spontaneously group together to play games, going through the tunnel into the tent or on one of the climbing frames. The children had been exploring people in the community who help them and had had the opportunity to meet and talk to some of them.

Achievement in environmental understanding was satisfactory. The children were less secure in their understanding of recycling, of how to protect the environment and how Cayman relates to the other environments in the world. There was no planned topic related to this area during the school year.

Cultural achievement was good. The children had benefitted greatly from the many trips and visitors they had such as visiting a farm and having the fireman into school, had and these had enriched their understanding of Cayman traditions and culture and the ways of life of many Caymanians. They were clearly proud of their country.

Religion was good. The children were able to recite prayers and religious songs on appropriate occasions, both during the school day and for important religious festivals. Some of the older children knew key texts, recognised religious symbols and most had a devout belief in God's love and shared their experiences of being in church.

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

Children's verbal and symbolic communication were satisfactory. The children were almost all very confident communicators; happy to talk about what they were doing and developing new vocabulary over time. They were introduced to words linked to the community helpers who were the topic of the week. Words linked to courtesy and good manners were written on most classroom walls and children were encouraged to use them, which they did with enthusiasm. They did not have enough opportunities to play at writing by making marks with a variety of materials and tools before being introduced to more formal tracing and copying. The reliance on tracing and worksheets hampered their learning.

Children's listening skills were satisfactory. They could listen well when given appropriate material to listen to and they were attentive and responsive because they wanted to learn and get things right. They loved joining in with rhymes and simple repetitive sayings. Storytelling and reading from books were popular activities and was most effective when the story was read from a big book where they could see the book illustrations. In the afternoons when they were tired, they lost concentration and didn't listen as well. Children joined in with songs, some which were used to reinforce behaviour or for changes in routine. On some occasions the singing was too loud and untuneful. Opportunities to sing quietly, slowly or quickly were missed. Adults did not ask children to participate in making up parts of stories together as a precursor to story writing.

The children's creative expression was satisfactory. Opportunities for creative expression were inconsistent though the children loved to become involved in imaginative play and activity. These games were often most creative in the outside area where children were given the time

and space to develop their own ideas. Some children could take part in role play and dressing up in the classroom. This was, however, adult directed because for example, the adult dressed the children in what they thought was appropriate. Some aspects of creative expression were underdeveloped with little self-expression planned in drama, art or music.

Literacy was satisfactory with some of the toddlers knowing how to handle books. As children got older, they understood that they needed to look at books by reading from right to left and copied this behaviour. They were read to from a variety of books including the bible and this variety could usefully be added to. Some of the three and four-year olds were beginning to recognise letter names and sounds. On occasions books and stories were shared as a whole class and in sometimes smaller groups. Visits and visitors offered opportunities for drawing and writing that were not always used to encourage children’s individual responses. This is because they were given worksheet or duplicated pictures to complete or colour in.

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

Children’s understanding of health was judged satisfactory. Most children had a growing understanding of the importance of making healthy choices and about what to eat and drink. Most children demonstrated an age-appropriate appreciation of the importance of hand washing. Effective routines had been established to provide adequate amounts of sleep for all children, although space was very restricted to place sleeping mats well apart in certain classrooms. Children had access to drinking water when thirsty and demonstrated confidence in asking for it from staff when they became hot and thirsty outdoors. Staff also suggested the children take frequent drinks when playing outdoors. Most children, with encouragement, could access and put away equipment and resources independently and help to tidy up when directed to do so. In a few classrooms where activity boards were used to encourage the children to select their choice of activity, most children demonstrated confidence in communication their preferences. Not enough freedom was given to children to allow them to make their own decisions. More opportunities could be made for children to be involved in food preparation, for example, washing their own fruit for snack time.

Children’s emotional development was good. Most children demonstrated a growing capacity to self-regulate their emotions and express their feelings. They were friendly, obliging and mostly eager to please their teachers. Most children responded positively to verbal praise and it was

clear to see that most children felt safe and secure in the company of their key care workers. Most children were able to respond positively to challenges, manage change and cope with minor frustrations. Children who switched classes on a rotational basis, for example, were mostly very accepting of this. Most children worked harmoniously together in both small and whole class situations and could often be easily persuaded to share and take turns. Staff listened carefully to the children when the children shared their needs or feelings. For example, a child with a sore finger, was fully acknowledged by his teacher who firstly empathised and gave an example of when she had hurt her own finger to reassure the child that his finger would soon feel better. Most staff, including the Principal, displayed a deep concern for the well-being of the children and had established very positively relationships with them.

Children's social skills were good. Most children moved about the setting with confidence, feeling secure within the familiarity of their environment and having regard for their own safety and the safety of others. They used climbing equipment safely and moved in and out of the building in an orderly fashion, as directed by staff. Good behaviour was seen in most lessons and most children were able to work together peacefully. To help enforce common values and codes of conduct, the staff used 'Magic Words' wall displays. Words such as 'please' and 'thank you' were displayed within animal shapes which most children by the age of three years were beginning to recognise. They also emulated their teachers who modelled politeness and good manners. Although most children could discern inappropriate behaviour and had the confidence to report incidents of inappropriate behaviour to their teacher, most of the wrongdoing consisted of minor misdemeanours since most of the children, most of the time, were impeccably well behaved.

Provision to support children's reflection was satisfactory. When given the opportunity to do so, and particularly in one-to-one situations, most children demonstrated an age-appropriate ability to reflect upon their actions and the actions of others. However, giving children time to think deeply and reflect, was not common practice. For example, if occasionally a child hurt another child, they were mostly only requested to say "sorry" when better practice would have been to provide time for reflection and discussion with an adult to gain clarity about why their action had been deemed inappropriate. Opportunities to use stories, puppets or drama to help children recognise and relate to a range of different feelings, was under-developed.

Teaching, learning and assessment

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

Teaching was satisfactory. Almost all teachers knew their children well and planned engaging activities. They were almost all adept in engaging the children in their learning and getting them to try activities and work hard. They directed children to follow class routines and rules effectively. They encouraged the development of new skills and knowledge but did not always plan for the different developmental needs in their group. Sometimes the children were expected to sit and listen for too long and they lost concentration. Teachers did not always have sufficient up-to-date knowledge of child development to ensure activities were always matched to each child's stage of development. This was particularly true in relation to how teachers encouraged early reading and emergent writing and in the oldest class where some were able to write their first names but were not consistently challenged to write independently.

Learning was satisfactory. Almost all children demonstrated positive attitudes to learning. It was most effective when teachers facilitated hands-on practical experiences, such as those in the outdoor area. Here, most children were given greater scope for self-initiated learning and were stimulated by their natural curiosity and as a result almost all children had more to talk about, question and reflect upon. Teachers were less directive than in the classroom and allowed children a greater level of choice when selecting their preferred activity. When engrossed in activities of their choice, most children demonstrated high levels of concentration and meaningful learning. They invented imaginative games in the sand with small world toys. There was scope to increase this practical approach to mathematical learning within the classrooms where, too often, worksheets were used far less effectively.

Assessment was weak. Most teachers made insufficient use of assessment opportunities and information to monitor children's attainment and progress. Consequently, planning for next steps in learning lacked personalisation and did not reflect children's varying abilities. A few teachers had made a start at making simple anecdotal notes based on observations of the children but there was no unified approach across the Centre. Parents of the oldest children received a short but satisfactory annual report. Additionally, parent consultations were scheduled annually to discuss children's progress and achievements.

Curriculum

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

The curriculum was organised to be in line with the Cayman Islands Early Years Curriculum Framework and marked important Caymanian events, such as Heroes Day. The well-planned visits within the local and wider environment, enhanced this programme considerably and offered children rich and engaging opportunities that reflected Caymanian life. However, the methodology around how aspects of the curriculum should be most effectively experienced by the children was not as strong. There was too much over-direction by adults which took away children's choice and stifled their independence.

The curriculum for the babies, toddlers and most of the two and three-year olds followed on well from age to age and progression through the different stages of learning was clear. The curriculum was particularly well matched to the babies who each had an individually tailored programme. However, the oldest children were given worksheets rather than direct experiences and opportunities to explore. Important aspects of the curriculum such as scientific and technological were underdeveloped. The curriculum was generally balanced and covered a wide range of activities across the areas of learning. However, aspects such as mathematics, technology and the teaching of early literacy were less developed.

Safety and support

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

Health and safety were satisfactory. All safety requirements, such as regulations for fire drills, first aid and child protection training, risk assessments for trips out of school and administration of medicines were in place. The caring staff were vigilant in mitigating potential risks regarding the health and safety of all children. Child protection procedures were sound. Healthy meals were made and served on the premises, but children also brought snacks in from home and sometimes they were less healthy. The configuration of the indoor premises posed many health and safety challenges for both staff and children. Some very small classrooms were used for cross-curricular learning, for eating snacks and lunches and for sleeping sessions. This necessitated the frequent removal and replacement of various pieces of furniture. There were few toilets and washbasins for children to use and no access to water in most classrooms.

There were satisfactory arrangements for support and guidance. Almost all staff knew the children in their care very well and demonstrated a commitment to their social, emotional and physical well-being. Children arrived happily and separated from their parents with ease. Most staff managed the children's behaviour effectively and were successful in developing the children's self-confidence and self-esteem. Most children demonstrated politeness. In the afternoons sessions when most children were tired and less able to sustain concentration, a few staff attempted activities that were too teacher directed which resulted in poorer behaviour. Where children were taught outdoors, with more room and greater choice, staff were more successful in supporting children's learning. Arrangements to support children with identified special needs were under-developed; whilst external assessment and support suggestions had been carried out for two children their day-to-day experiences had remained the same.

Leadership and management

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

Leadership was satisfactory overall. The Head of Centre was a pivotal figure in the success of the Centre. She worked with determination, energy and astuteness, ensuring the smooth running of the Centre. She delivered all the leadership and management responsibilities and recognised the importance of fulfilling the recommendations from the previous report. The Centre had, for example, cut class sizes in some of the rooms and had submitted planning permission to increase the number of rooms. All statutory safety procedures such as fire drills had been tightened up and were well documented. Staff were dedicated to the school, supporting the Head of Centre and giving the best care they could to the children. They worked tirelessly and willingly with the many challenges of working in a small space, moving children to different learning areas and changing furniture for meals times, rest times and learning. The Head of Centre was acutely aware of the further improvements that need to be made and had the capacity to take ideas forward. She had an accurate view of the strengths and weaknesses of staff and how to get the best from them.

Arrangements for self-evaluation and improvement planning were satisfactory. The Head of Centre was actively involved in informal and daily monitoring of both the quality of teaching and the achievements of children. She had a realistic and honest view of the Centre's strengths and weaknesses and was keen to help it improve. She had documented the improvements since the last inspection and could demonstrate where progress had been made. The Centre's improvement plan was realistic and had been made with a clear understanding of what was achievable.

Links with parents and the community were good. Communication between the Centre and the parents was effective. Every effort was made to accommodate parents' requests for the care of their children. For example, a girl arrived asleep and her father carried her into the sick bay where she was allowed to sleep until ready to wake. There were productive links with the community which had benefited in the many good visit opportunities children were given. Parents, spoken to during the inspection and in the surveys, all commented that they were fully supportive of the Centre and the care given to their children. Parents valued the parents' evenings and the reports they received when their children were in the oldest class.

Staffing and the learning environment were weak. Staffing levels, whilst sufficient to care safely for the children asked every member of staff to work at maximum capacity at all times, moving children, changing furniture, cleaning as they went with no formal breaks. The training of staff was underdeveloped and consequently they required greater understanding in the pedagogy and current early years practice to deliver all the requirements of the curriculum effectively. The small and cramped premises made using the building very challenging and whilst every care was taken to try to mitigate this, it placed strain on learning and the many aspects of care provided. The Centre's large fenced outside area was used for free play and gross motor skill development and offered potential to become an outstanding learning environment for all aspects of learning.

Survey results

Eighteen parents and twelve staff completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of children from all age groups completed the on-line survey in advance of the inspection. The results of the parent survey showed that all parents thought that progress in communication was good, in mathematics most felt it was good and a majority thought it was good in science. All parents also believed that personal and social education, environmental understanding, and how children take turns were good. All parents also stated their children enjoyed their lessons, were safe and treated fairly. Parents all felt the school was well led, responsive to parental concerns and had well qualified staff and good resources. Twelve parents offered comments within the survey and these were overwhelmingly positive. For example, one parent stated that, 'I am satisfied with the level my child is at since she has been attending this school. She has improved in her speech, now potty trained, very outspoken, has grasped a lot. I'm looking forward to more growth'. One parent wanted a later parents' consultation time and another more information about their child's learning.

Eleven members of the teaching staff completed the survey. The results of the staff survey were overwhelmingly positive and showed that all staff felt that the teachers were well qualified, had good resources and provided a good quality education. All staff said the school was well led, offering staff good training and gave a good quality of overall education with effective wider links. All staff agreed with inspectors that the pre-school was a safe and caring environment; promoting healthy lifestyles where children were treated fairly in a positive learning environment. All other responses were agreed by almost all staff. A majority agreed that there were well attended and helpful parents' meetings. Six members of the staff commented on the survey and almost all had positive things to say about their experience of working at the pre-school. One stated, 'We staff members work together; we share ideas. The principal encourages all staff members to attend workshops that help us to work with our children. All staff members are members of the Cayman Island Early Childhood Association and being members, we are exposed to a lot of knowledge workshops in our field of caregivers/teachers.'

What happens next?

As the Sister Janice Early Learning Centre is judged to be providing a **satisfactory** quality of education, there will be no further inspection of the Centre until the next cycle of inspections, which will commence in September 2020.

Office of Education Standards | Parent Survey 2020

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

Response	Percentage	Count
Less than one year	33%	6
More than one year but less than three years	56%	10
More than three years	11%	2
	Answered	18
	Skipped	0

What is your nationality?

50%

Caymanian

50%

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%	9
Agree	44%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	0

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	33 %	6
Agree	50%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	3
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	28%	5
Agree	44%	8
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	4
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	78%	14
Agree	22%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56%	10
Agree	44%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	28%	5
Agree	55%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	3
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	11
Agree	33%	6
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	61%	11
Agree	39%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	56%	10
Agree	33%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	67%	12
Agree	28%	5
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	28%	5
Agree	44%	8
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	4
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	78%	14
Agree	22%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	9
Agree	33%	6
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	61%	11
Agree	39%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39%	7
Agree	44%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	3
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33%	6
Agree	28%	5
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	6
	Answered	18
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	67%	12
Agree	33%	6
Disagree	0%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	11
Agree	27%	5
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	11
Agree	33%	6
Disagree	6%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	61%	11
Agree	39%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	71%	12
Agree	23%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	1
	Answered	18
	Skipped	0

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	44%	8
Agree	39%	7
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39%	7
Agree	44%	8
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	44%	8
Agree	44%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	18
	Skipped	0

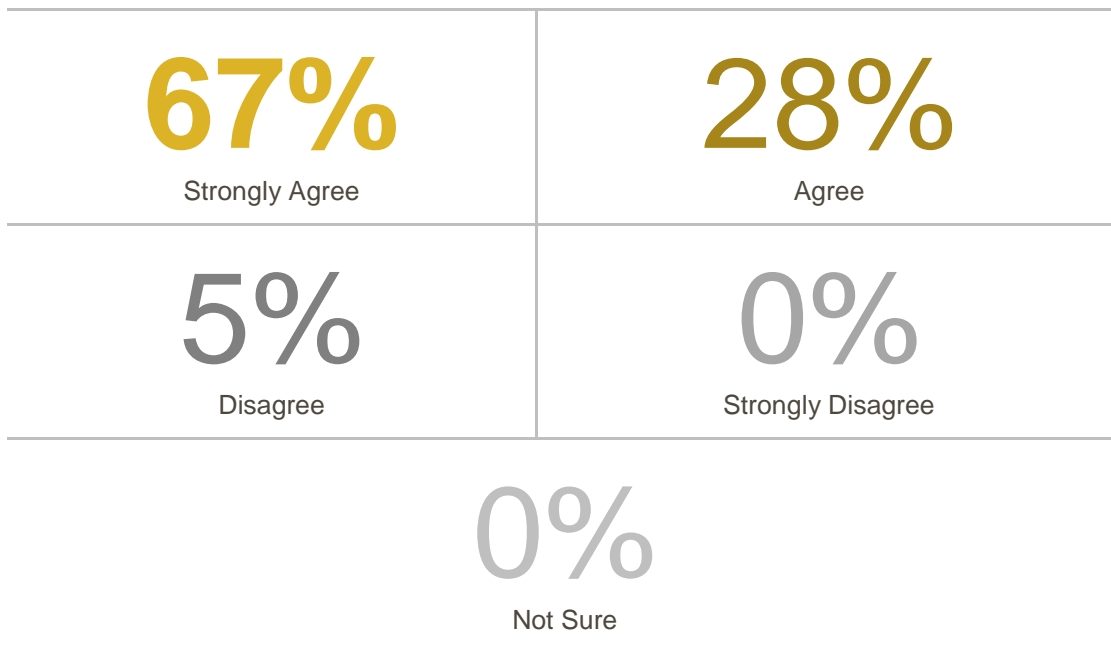
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	50%	9
Agree	50%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61%	11
Agree	39%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	18
	Skipped	0

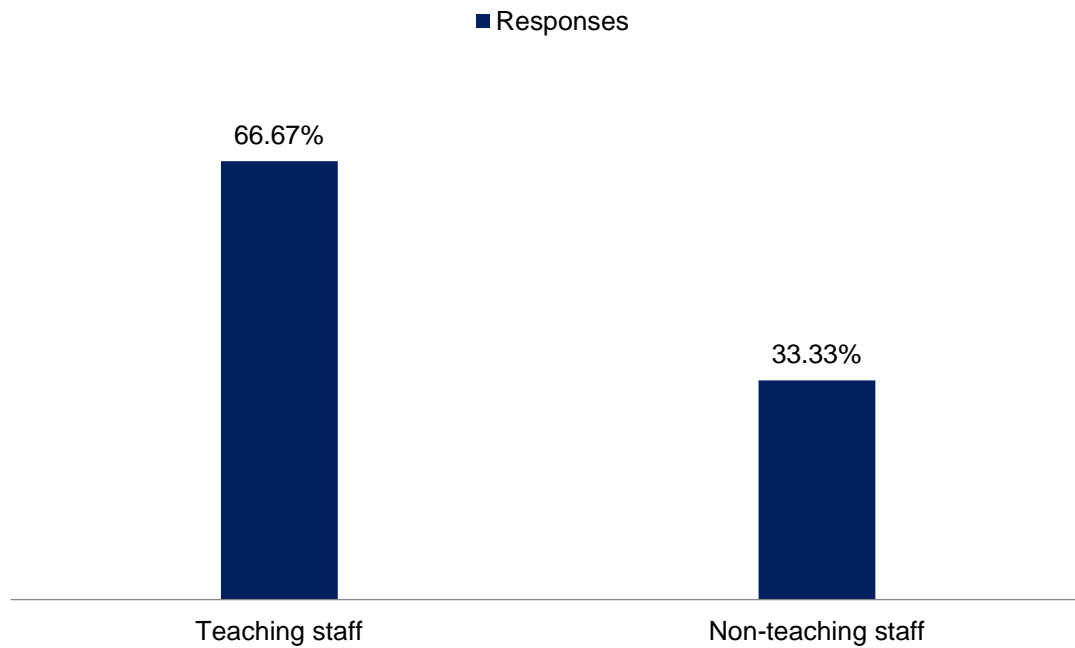
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	18
Skipped	0

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What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	50%	6
More than one year but less than three years	17%	2
Three years or more	33%	4
	Answered	12
	Skipped	0

What is your nationality?

0%

Caymanian

100%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	18%	2
Agree	73%	8
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	90%	9
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	2

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	0%	0
Strongly Disagree	9%	1
I am unsure or unable to answer the question	0%%	0
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36 %	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	64%	7
Agree	36%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	64%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	1
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	82%	9
Agree	18%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	55%	6
Agree	45%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	9%	1
Agree	45%	5
Disagree	45%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	9 %	1
Agree	82%	9
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	36%	4
Agree	55%	6
Disagree	9%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

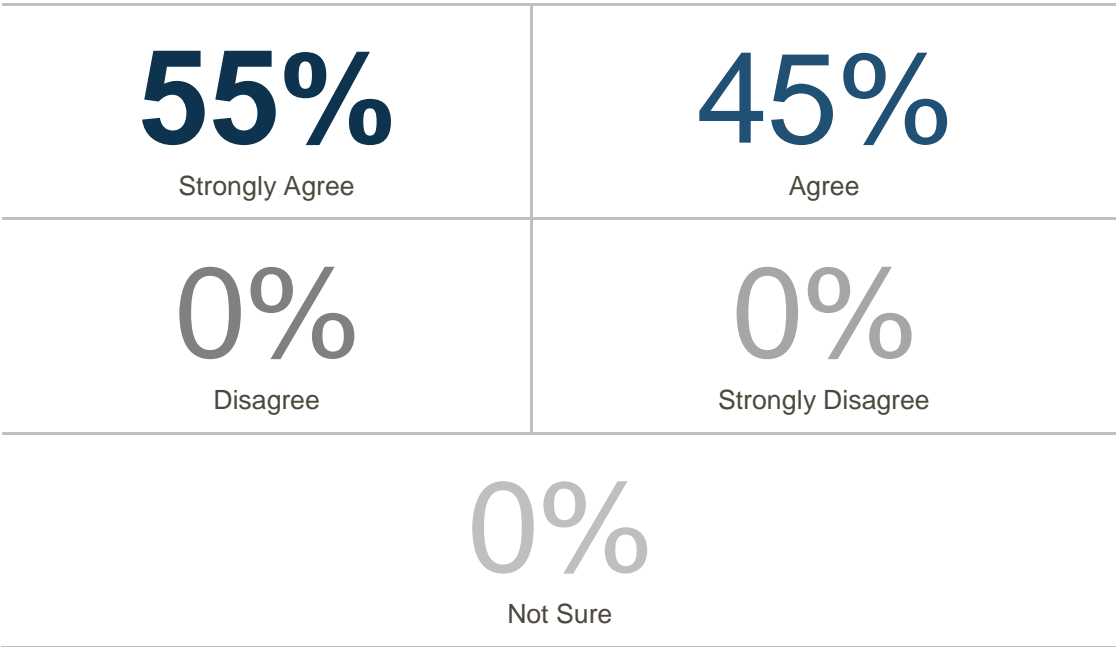
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	45%	5
Agree	55%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	27%	3
Agree	73%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	11
	Skipped	1

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



Response	Count
Answered	11
Skipped	1

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.oes.gov.ky

