



Rawan Pre-School



24 – 25 February 2025



Location
Bu Quwah



Age group
3-6 years



No. of children
65 children

Key positives

- Effectively supporting children's social and emotional growth through implementing (*The Leader in Me*) programme, which positively enhances their sound behaviour, self-confidence, and development of leadership traits and Islamic values such as taking initiative, cooperation, and empathy.
- Promoting positive health awareness by encouraging healthy eating habits, regular physical exercise, and developing gross and fine motor skills through sensory and active learning methods during learning corners and outdoor activities.
- Implementing age-appropriate learning experiences during outdoor and learning corner time, focusing on child-initiated play-based learning and use of diverse sensory resources, which contribute to integrating children and enhancing their growth and progress in acquiring core concepts like letter sounds, geometric shapes, and numbers.
- The pleasant and loving environment that the kindergarten staff operate in with a shared vision. Children are motivated with words of encouragement and stickers in a nurturing setting that ensures children's safety and care.
- Providing safe and diverse educational resources and facilities, including sensory classroom materials (e.g., clay, sand, toys) and functional spaces like libraries, cinema, and indoor/outdoor play areas.
- Positive communication with parents and their satisfaction with the kindergarten's practices, engaging them in activities (e.g., educational trips to Al-Jasra Farm for vegetable picking, Grandparents' Day, traffic police/dentist awareness sessions) to enrich children's experience.

Areas for Development

- Inconsistent quality of guided and open communication between teachers and children, which affects language vocabulary development and critical thinking skills (e.g., imagination, creativity, problem-solving).
- Fluctuating utilisation of learning time and planned play-based activities during educational circles, leading to varied child participation and progress in acquiring the intended knowledge and skills.
- Inconsistent accuracy in self-evaluation in identifying areas for development within the kindergarten's operations, and embedding them properly in action planning with clear improvement measures to improve performance.
- Provision of a few tailored professional development programmes for teachers and inconsistent procedures implemented to monitor impact on teachers' performance and reflection on children's learning experiences.

Recommendations

- Provide specialised early childhood professional development programmes for teachers and regularly monitor their impact on classroom practices.
- Optimise learning time through structured play-based learning and well-planned educational cycles to enhance children's skill and knowledge acquisition.
- Strengthen effective teacher-child communication to support the growth and development of children's linguistic and thinking skills.

Next Actions

The kindergarten is required to submit an Action Plan to implement the review recommendations, within 4 weeks from receiving the draft report.