



ABC Pre-School



10 – 11 March 2025



Location
Tubli



Age group
2-6 years



No. of children
30

Key Positives

- Children exhibit appropriate social skills, demonstrate the ability to build friendships, express themselves confidently, and assume leadership roles such as 'Little Teacher' and 'Class Leader.'
- Children display positive behaviour and Islamic and citizenship values such as empathy, cooperation, and advising others. These values are enhanced through daily activities such as reciting morning supplications and the national anthem, which foster a sense of belonging and responsibility.
- Children's gross and fine motor skills are appropriately developed during free play in the kindergarten garden and educational corners, supported by the use of sensory educational resources and physical activities, alongside promoting age-appropriate health awareness ensuring the children's safety.
- Aimable relationships are noted between children and teachers in a nurturing environment, where children are encouraged through motivational phrases and cheerful stickers that enhance their emotional security.
- Most children acquire age-appropriate concepts and knowledge, such as days of the week, letter sounds, sizes, and animal habitats.
- The kindergarten has commenced the implementation of play-based learning using sensory resources and creative ideas such as role-playing, travel simulations, and rain experiments to foster a love for learning.
- Kindergarten leadership works with a collaborative vision and team spirit, which is reflected in providing a nurturing and pleasant learning environment for staff and children.
- A sensory resource-rich learning environment is provided with safe educational facilities, including sandpits, spacious classrooms, wooden toys, and indoor and outdoor play areas.
- Adequate communication with parents is maintained which results in their satisfaction with the kindergarten's practices, and involvement in some educational trips, such as aquarium and 'Bahrain National Museum' visits.

Areas for Development

- Inconsistent development of children's communication skills due to limited use of guided and open dialogue with teachers, which affects language and vocabulary development and thinking skills such as imagination and problem-solving.
- Limited use of sensory resources during educational circles impacts the development of children's fine motor skills.
- Inconsistent use of learning time in educational circles due to unstructured play-based activity planning, leading to limiting full participation and progress in skills and knowledge acquisition.
- Varied accuracy in self-assessment in diagnosing the kindergarten's context, particularly in identifying teacher training requirements and clear improvement priorities.
- Limited targeted teachers' professional development programmes and inconsistent monitoring of their impact on classroom practices to achieve the intended learning outcomes.

Recommendations

- Provide teachers' professional development programmes that meet their training needs, with consistent monitoring of their impact on teachers' performance.
- Maximise learning time efficiency through planned play-based learning, particularly during educational circles, to integrate all children and enhance their development and skill and knowledge acquisition to a greater extent.
- Develop children's communication skills to a greater extent by fostering open and targeted dialogue with teachers to support language acquisition and further enhance their thinking and creativity 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.