



## Little Explorer Kindergarten



7 - 8 April 2025



Location  
Al-Hidd



Age group  
3-6 years



No. of children  
103

### Key Positives

- Children exhibit good behaviour, adherence to Islamic and national values such as cooperation. They demonstrate strong social skills, including building friendships among the diverse social and cultural backgrounds. This is reinforced through daily activities like morning broadcast and the national anthem, fostering a sense of belonging and responsibility.
- Gross and fine motor skills are adequately nurtured indoors and outdoors through utilising sensory educational resources such as gardening and sand play in the outdoor garden. Children's health awareness is promoted through physical exercise, handwashing prior to breakfast, and dental hygiene after it.
- The relationship between teachers and children is aimable while providing a safe learning environment and continuous encouragement and motivational phrases resulting in children's emotional well-being.
- The kindergarten provides diverse outdoor learning opportunities through enrichment events and programmes, such as the 'Little Explorer', which promotes child-initiated learning by allowing them to choose their preferred activities, such as arts, carpentry, and cooking. Children acquire appropriate mathematical skills and knowledge, such as counting and reading numbers.
- Safe and resource-rich facilities are provided including outdoor play areas, sandpits, a science lab, and a library, which are all appropriate to meet children's developmental needs.
- The kindergarten strives to maintain continuous communication with parents through social media channels and organising open educational meetings. Parents express appropriate satisfaction with the kindergarten's educational practices, activities, and events.
- The kindergarten seeks to collaborate with the local community to link children's learning with life and professional experiences, such as visiting 'Dar Yoko' for elderly care, participating in the 'Martyr's Day' festival, and educational and recreational trips like 'Lulu Hypermarket' to introduce children to different professions, product names, and the mechanism of buying and

selling. Additionally, it collaborates with 'Al-Hidd Charity Society' to sponsor some orphaned children and provide them with adequate educational opportunities.

## Areas for Development

- The limited opportunities to develop children's communication skills through open and guided dialogue, enriching their vocabulary and enabling them to express their ideas indoors and outdoors to enhance their self-confidence, particularly children whose mother tongue is not Arabic.
- Little impact of play-based learning through guided activities. This is also affected by unclear instructions and guidelines, and underutilised learning time to monitor children's progress and acquisition of basic skills and knowledge. This has impacted the effective use of sensory educational resources in supporting children's growth and enhancing their experiences.
- Varied Arabic and English vocabulary acquisition that requires the enhancement of targeted language activities to support the children's linguistic development, particularly for those whose mother tongue is not Arabic.
- Inconsistent leadership's awareness of its context and the identification of improvement and development priorities. This is reflected in the kindergarten's action plan as there is inconsistency in the comprehensiveness of goals and clarity of procedures as well as monitoring of teacher performance in lessons to ensure the employment of active learning practices and guided play-based learning, to enhance children's thinking and language skills.
- Limited teachers' professional development programmes and monitoring their impact on teachers' performance to address their training needs for early childhood education.
- Inconsistent parental and local community engagement in the kindergarten activities and events to enrich children's experiences.

## Recommendations

- Develop effective communication skills to enrich children’s vocabulary and support their self-confidence to a greater extent, particularly for children whose mother tongue is not Arabic. This is to effectively integrate children in educational activities and situations.
- Provide teachers’ professional development programmes to address their training needs for early childhood education and monitoring their impact on teachers’ performance in and out of lessons.
- Apply guided and structured play-based learning activities and monitor children progress in them to ensure their participation and acquisition of skills and knowledges.

### Next Actions

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