



Sedrat Al Asafeer Kindergarten



15 – 16 October 2025



Location
Arad



Age group
3 - 6 years



No. of children
494

Key Positives

- The kindergarten effectively contributes to the development of children's gross and fine motor skills, both indoors and outdoors, through the use of hands-on learning resources and activities, such as colouring, block-building games, playing in sand pits, and participating in physical education lessons.
- Children demonstrate positive social skills, including communication within groups, forming various friendships, showing self-confidence, and expressing their feelings. They are also given opportunities to take on age-appropriate leadership roles, such as 'Miss Foam', 'Food Inspector', and 'Class Leader'.
- Children's positive behaviour and adherence to Islamic and national values are reinforced by recitation of Holy Quranic verses, Prophetic Traditions, and daily supplications (Athkar) in classrooms and notably during the morning assembly.
- The kindergarten positively promotes children's health awareness by encouraging healthy eating, regular handwashing, personal hygiene, and the cleanliness of learning spaces, alongside participation in physical activities regularly.
- Children enjoy emotional security and engage in diverse activities, within a safe and stimulating learning environment. Facilities include well equipped classrooms, indoor and outdoor play areas, a gymnasium, computer laboratory, and sand pits, all rich in sensory and motor resources.
- Most children acquire appropriate concepts and knowledge, such as recognising animals and identifying their sounds, knowing letters in both Arabic and English, recognising colours, and counting numbers in ascending order.
- Play-based learning is applied using diverse sensory resources appropriately, enhancing children's love for learning, as seen in activities such as colouring, playing with animal models, and forming letters with clay.
- Children are motivated effectively through age-appropriate strategies, including verbal praise, applause, and stickers.

- Leadership demonstrate commitment to inclusive and integrated planning for operations and curricula. It seeks to keep pace with educational developments through accurate self-evaluation that clearly diagnoses the kindergarten's reality, along with regular monitoring tools aligned with the kindergarten's shared vision.
- Positive communication with parents is maintained through social media, weekly and monthly newsletters, and organisation of events such as 'Pyjama Day' presented by one of the mothers. The kindergarten also collaborates with community institutions, including nearby government schools for transition support, the Ministry of Health for dental check-ups, Civil Defence for evacuation drills, in addition to partnering with Kaaf Humanitarian in a recycling campaign. These efforts contribute to positive parents' satisfaction.

Areas for Development

- Development of children's communication skills varies, as classroom dialogue with the teacher tend to focus on instructions and closed-ended questions.
- Play-based learning during learning circles and activities is inconsistently applied due to insufficient guided child- approaches and unclear instructions.
- The effectiveness of teachers' professional development programmes is inconsistent, particularly those related to the characteristics of early childhood education.

Recommendations

- Enhance children's communication skills through planned and guided dialogue to enrich their vocabulary and promote their thinking skills, such as critical thinking, imagination, and problem-solving.
- Apply effective well-planned and guided play-based learning activities to ensure the integration of all children and support their holistic development and progress in acquiring skills and knowledge.

Next Actions

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