



Happy Childhood Kindergarten



24 – 25 September 2025



Location
West Riffa



Age group
3 - 6 years



No. of children
43

Key Positives

- Children interact harmoniously with one another, supported by their adequate induction to the kindergarten's environment and staff. Their good social skills, including the ability to form friendships and engage in conversations, are fostered through positive relationships with teachers and peers in a nurturing learning atmosphere.
- Children's good behaviour and adherence to Islamic and national values are reinforced by daily kindergarten activities, such as reciting verses from the Holy Quran, reciting prayers before eating and chanting the national anthem during circle time.
- Children's physical development is effectively supported by guiding them to practise healthy habits, such as washing their hands before eating, providing them sufficient opportunities for free play in indoor and outdoor areas, and offering hands-on activities that develop their gross and fine motor skills adequately, such as sandpits, blocks and playdough.
- Most children acquire appropriate early basic skills, such as recognition of alphabet letters, counting, colour recognition and general knowledge, like identifying the date and months of the year.
- Providing a rich environment with diverse and safe educational resources and facilities, such as hands-on resources in classrooms - models and magnets- as well as various facilities like classrooms, an outdoor playground, a sandpit and a dining hall.
- Children's sense of community partnership is appropriately enhanced through participation in trips that broaden their experiences, such as visits to the Bahrain National Museum and Civil Defence. Communication with parents through Open Days and social media platforms reflects their appropriate level of satisfaction with the kindergarten's practices.

Areas for Development

- Varied development of children's communication skills, affected by inconsistent opportunities for open dialogue with the teacher, which limits the development of their vocabulary and thinking skills.
- The application of organised and planned play-based learning experiences is limited, particularly during learning circles, due to the insufficient guided use of sensory resources in activities. This results in inconsistent children's engagement and uneven progress in acquiring knowledge and skills.
- The self-evaluation process lacks accuracy in diagnosing the kindergarten's actual reality, particularly in identifying teachers' training needs.
- The provision of professional development programmes for teachers is limited, with insufficient focus on the characteristics of Early Childhood Education, and inconsistent follow-up on the impact of such training on teachers' performance inside and outside the classroom.

Recommendations

- Utilise guided and well-planned play-based and child-led learning experiences through the intentional use of sensory resources in activities, to support children's holistic development and strengthen their knowledge and skills.
- Develop children's communication skills through open dialogue with teachers and increased peer interaction, to enhance vocabulary acquisition and promote thinking skills, such as creativity, imagination, critical thinking and problem-solving.
- Accurately identify teachers' training needs, provide targeted professional development programmes and monitor their impact on performance inside and outside the classroom, particularly in relation to Early Childhood Education pedagogies.

Next Actions

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