



## Anwar Alghadeer Kindergarten - Tubli



1 – 2 October 2025



Location  
Tubli



Age group  
3 - 6 years



No. of children  
45

### Key Positives

- The kindergarten provides a safe learning environment with diverse facilities, such as outdoor play areas and appropriate classrooms.
- Children's good behaviour and adherence to Islamic values are reinforced by the kindergarten daily activities, such as reciting verses from the Holy Quran, prophetic traditions (Hadith), and reciting daily supplications (Adhkar) during morning assembly and circle times.
- Children's appropriate social skills are fostered through interacting in learning groups, while having positive relationships with their teachers. This contributes to their emotional sense of security, which the kindergarten continuously enhances through verbal reinforcement.
- The majority of children acquire knowledge and concepts appropriately, such as recognition of numbers, letters and colours.
- The kindergarten communicates effectively with parents through various channels, including social media platforms, weekly and monthly newsletters, induction meetings and activities participation, such as 'Mama Storyteller'.
- The kindergarten enriches children's experiences by adequately fostering community partnerships, such as collaborating with near government schools to prepare them for the next stage of education, and with community institutions, like with 'Jannat Dental Centre' to raise awareness among children about dental health and check-ups.

### Areas for Development

- Opportunities for developing children's communication skills in learning situations and activities are limited, due to teachers' focus on closed-ended questions during discussions, which affect the development of their vocabulary and their ability to express ideas, feelings and imagination.

- The application of planned and organised play-based learning experiences is limited, while the utilisation of learning time is inconsistent in employing diverse sensory resources, due to the lack of organised and guided planning, in line with the characteristics of the age group.
- The provision of necessary hands-on educational resources is limited. This affects the extent of children's engagement in interactive learning activities and progress in acquiring skills and knowledge, especially those related to developing fine motor skills.
- The kindergarten's self-evaluation process lacks accuracy in utilising its results in identifying improvement priorities, which led to general planning and work procedures.
- The provision of professional development programmes for teachers is limited with insufficient focus on the characteristics of Early Childhood Education.

## Recommendations

- Provide teachers' professional development programmes and regularly monitor their impact on performance, inside and outside classrooms, particularly in relation to the characteristics of growth and learning in Early Childhood Education.
- Utilise guided and well-planned play-based and child-led learning experiences, through the use of sensory resources in activities, and optimise learning time to ensure children's engagement in interactive and enjoyable activities that foster their physical development.
- Develop children's communication skills through open and guided dialogue with teachers and peers, to enrich their vocabulary and develop their thinking skills, such as discovery, imagination and problem-solving.

### Next Actions

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