



## Alfarooq Kindergarten



1 – 2 October 2025



Location  
Jid Ali



Age group  
3 - 6 years



No. of children  
215

### Key Positives

- Children are well-behaved and adhere to Islamic values, such as cooperation, respect and peer encouragement, reinforced by the kindergarten's daily activities, such as reciting morning prayers and the Holy Quran, in addition to children's sense of emotional security, due to their warm relationships with their teachers and peers.
- Children show appropriate health awareness, which is evident in their ability to distinguish healthy food, and in their personal hygiene practices, such as handwashing and attention to personal appearance.
- Most children progress appropriately in acquiring knowledge and skills, according to their abilities, such as recognising letter sounds, ascending and descending counting skills in both Arabic and English, and recognising geometric shapes and distinguishing colours.
- Parents' appropriate satisfaction with the kindergarten's practices, and their regular communication with them through various channels, such as weekly newsletters, open days and phone calls.
- Enhancing children's experiences adequately through community engagement, going on educational and recreational trips, such as visiting Dar Al-Manar for Elderly Care and Al-Areen Wildlife Park, and hosting professional experts, such as traffic police officers and dentists.
- The kindergarten provides suitable facilities, such as classrooms, play areas, a puppet theatre and a cinema room.

### Areas for Development

- Limited opportunities for developing children's communication skills inside and outside classrooms, as open dialogue between children and the teacher is limited to providing instructions and asking closed-ended questions with short answers.

- Limited support for the development of children's fine and gross motor skills, attributed to insufficient use of sensory resources in interactive and enjoyable activities, in addition to limited opportunities for physical activity and movement inside and outside classrooms.
- Insufficient utilisation of age-appropriate learning experiences based on guided play and sensory learning, and limited use and planning of learning time to support children's development and ensure their progress in various skills and knowledge.
- Limited use of sensory educational resources in learning experiences, proportionate to the number of children, as teaching methods were teacher-centered, focusing on lecturing and questioning.
- Weak accuracy of self-evaluation to assess the kindergarten's situation, such as identifying teachers' training needs and planning according to development priorities in a systematic manner.
- Limited provision of teachers' professional development programmes, especially relating to Early Childhood Education practices, with ineffective follow-up mechanisms inside and outside classrooms.

## Recommendations

- Provide teachers professional development programmes and monitor their positive impact on teachers' performance, especially concerning teaching methods and Early Childhood Education pedagogies.
- Utilise age-appropriate learning experiences and resources that focus on play-based and guided sensory learning, by effectively optimising and planning learning time to ensure supporting children's holistic development and their continuous progress in knowledge and skills through enjoyable and interactive activities.
- Develop children's communication skills by providing opportunities for open and guided dialogue inside and outside classrooms, with teachers and peers, to support their vocabulary development, enhance their social skills, and enable them to express themselves confidently.

### Next Actions

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