



Albashayer Kindergarten



20 - 21 October 2025



Location
Al-Hidd



Age group
4 - 6 years



No. of children
148

Key Positives

- Children show self-confidence and demonstrate appropriate social skills, including forming friendships, playing, and cooperating together. These are fostered through positive relationships with teachers, reflecting their sense of emotional security.
- Children's good behaviour and adherence to Islamic and national values are reinforced through morning assemblies and learning circles by reciting the Holy Quran and the noble Prophetic traditions, and visiting the Heritage Village, which enhances their cultural heritage.
- Children's show appropriate health awareness, through daily routine that promotes personal hygiene, eating healthy meals, and undergoing dental check-ups. They also appropriately develop their gross motor skills through free play in outdoor areas and physical education classes.
- Most children make appropriate progress in acquiring general and basic knowledge according to their abilities, such as recognition letters of the alphabet, counting numbers, and identifying days of the week.
- A safe environment is provided with diverse educational resources and facilities, such as classrooms equipped with learning corners and outdoor play areas.
- Communication with parents through social media platforms and Open-Days, reflects their appropriate level of satisfaction. Community partnerships are strengthened through educational and recreational trips, such as visits to the Pottery Factory and Ain Al-Adhari Park, enriching children's experiences.

Areas for Development

- The application of organised and planned play-based learning experiences is limited, as teaching activities are teacher-centred, and insufficient guided use of learning time to enable children utilise diverse sensory resources together. This restricts the development of children's fine motor skills and acquisition of knowledge and skills.
- Development of children's communication skills inside and outside the classrooms varies, due to the limited use of guided and open dialogue between children and their teachers; and the focus of open dialogue on providing instructions and asking closed-ended questions.
- Guided care for children with special needs is insufficient, due to the lack of physical and human resources to meet their educational needs, limiting their integration and interaction in the kindergarten's activities.
- The self-evaluation process lacks accuracy in diagnosing the kindergarten's actual situation, and its outcomes are inconsistently used to identify priorities for improvement.
- Professional development programmes for teachers are insufficient, with inconsistent follow-up on their impact, particularly regarding early childhood pedagogy.

Recommendations

- Utilise age-appropriate, guided and planned play-based learning experiences ensuring effective use of learning time, intentional use of diverse sensory resources, to guarantee children's engagement and support their holistic development and strengthen their acquisition of diverse skills and knowledge.
- Develop children's communication skills, and with their peers and teachers, to enhance vocabulary acquisition and promote thinking skills, including imagination, creativity, and problem-solving.
- Provide targeted professional development programmes for teachers, and regularly monitor their impact on performance, especially in relation to early childhood education practices.
- Provide guided support for children with special needs to ensure their inclusion and access to support that meets their individual needs.

Next Actions

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