



Alrehab Kindergarten



17 – 18 November 2025



Location
Al-Ma'ameer



Age group
3 - 6 years



No. of children
143

Key Positives

- Children demonstrate appropriate social skills, including interacting within their groups during learning. Children's good behaviour and adherence to Islamic and national values, such as cooperation and participation, are reinforced through reciting prayers and verses from the Holy Quran, and chanting the national anthem.
- Positive teacher-child relationships are reinforced in an appropriate learning environment with sensory facilities and resources, appropriate for the age group, such as classrooms and outdoor playgrounds. This has contributed to children's sense of emotional security and their appropriate engagement in various activities.
- Most children acquire skills, knowledge, and concepts appropriately, such as recognising letter sounds, recognising colours and counting numbers in both Arabic and English.
- Children's appropriate health awareness is encouraged through practicing healthy habits within daily routine, such as eating healthy food, ensuring regular handwashing, maintaining personal hygiene, and participating in regular physical activity.
- Communication with parents is enhanced through various social media channels, such as (WhatsApp) and (BD Kids) applications, weekly and monthly newsletters, induction meetings, and participating in activities, such as the 'Story Reading' presented by mothers. Cooperation with local community institutions is adequate, such as collaborating with nearby government schools to prepare children for the next stage of education and with Civil Defence to raise children's awareness about first aid, which reflects parents' satisfaction with the kindergarten's services.

Areas for Development

- The development of children's fine motor skills is limited, due to insufficient use of hands-on resources in integrated, guided, and well-planned learning activities.
- The development of children's communication skills is inconsistent, due to teachers' focus on closed-ended questions, especially during learning circles and activities. This affects the development of children's vocabulary and expression skills.
- The application of planned and organised play-based learning experiences that are appropriate for the characteristics of the age group is limited. The investment of learning time through the use of diverse sensory resources is inconsistent, with inconsistent clarity of instructions and guidance provided before learning activities. This has led to uneven benefit from play-based learning activities in outdoor areas.
- The self-evaluation process lacks accuracy in diagnosing the kindergarten's actual situation and utilising its results to identify improvement priorities.
- The provision of professional development programmes for teachers is limited with inconsistent follow-up on their impact on performance.

Recommendations

- Develop children's communication skills through providing sufficient opportunities for open dialogue, discussion, and self-expression, which supports vocabulary acquisition, enhances their self-confidence, and promotes their thinking skills, including discovery, imagination, and problem-solving.
- Implement guided and well-planned play based and child-led learning experiences through intentional use of sensory resources in activities, and make effective use of learning time to ensure engagement in interactive and enjoyable activities.
- Provide professional development programmes for teachers that meet their needs in early childhood pedagogy, with clear mechanisms to measure and monitor the impact of these programmes on performance inside and outside classrooms, to support children's growth and learning.

Next Actions

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