



Isa Town Kindergarten



26 – 27 November 2025



Location
Isa Town



Age group
3 - 6 years



No. of children
73

Key Positives

- Children's appropriate social skills, and their ability to form friendships, interacting harmoniously with their peers, expressing themselves confidently, and showing good behaviour, reinforced by adherence to Islamic and national values, such as reciting short verses from the Holy Quran and supplications, chanting the national anthem, and participation in events such as "Fidak Baba Hamad" festival.
- Children follow appropriate health practices, such as their ability to distinguish healthy food, and their adherence to personal hygiene practices such as washing hands before and after meals, in addition to developing their gross motor skills during physical activities in free outdoor play time, physical activities during morning assembly, and physical education classes.
- The majority of children achieve appropriate progress in acquiring general knowledge and basic concepts, such as recognition of letter sounds, identifying colours, and in life skills such as identifying weather conditions.
- Providing a safe learning environment with diverse facilities, such as classrooms, indoor and outdoor play areas, and a gymnasium, which enhances children's sense of emotional security. In addition, children form friendly relationships with their teachers.
- Communication with parents through diverse social media platforms to keep them informed about their children's personal and academic development, such as the use of the monthly reports, text conversations via the (WhatsApp) application, and organising Open Days, reflects their appropriate level of satisfaction with the kindergarten's practices.

- Children's sense of community partnership with local community institutions is appropriately enhanced through participation in educational and recreational trips, such as visits to A'ali Pottery and Al-Areen Wildlife Reserve, and cooperating with neighbouring schools to prepare them for the next stage of education, such as collaboration with: Tubli Primary Girls School, and Khalid bin Al-Waleed Primary Boys School. Additionally, the kindergarten hosts representatives from the General Directorate of Traffic to deliver a "Security and Safety" lecture and visits the health centre for dental check-ups.

Areas for Development

- The limited development of children's communication skills inside and outside classrooms, due to insufficient use of open and guided dialogue with their peers and the teacher, which limits the enrichment of their vocabulary and the development of thinking, imagination, and creativity skills.
- The insufficient application of planned and organised play-based learning experiences and investment of learning time in enabling children to utilise sensory resources, which limits their growth and progress in acquiring knowledge and concepts and developing their fine motor skills.
- The limited use of motivational methods that are appropriate for the characteristics of the age group.
- The kindergarten's lack of accuracy in the self-evaluation process in diagnosing the kindergarten's situation, and utilisation of its results in identifying work and development priorities and leveraging them to draft an improvement performance.
- The limited provision of professional development programmes for teachers with insufficient focus on the characteristics of early childhood education, and monitoring their impact on performance, especially regarding the application of guided and planned play-based learning.

Recommendations

- Utilise guided and well-planned play-based and child-led learning experiences through the intentional use of sensory resources in activities, and investment of learning time to ensure their engagement in interactive and enjoyable activities, thereby facilitating their development in acquiring knowledge and skills, as well as developing their fine motor skills inside classrooms.



- Develop children's communication skills through open and guided dialogue with the teacher, to enrich their vocabulary and develop their thinking skills such as discovery, imagination, and problem-solving.
- Provide professional development programmes for teachers, that focus on the characteristics of early childhood education, and regularly monitor their impact on performance inside and outside classrooms.

Next Actions

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