



Mamlakat Al Nahel Kindergarten



3 – 4 December 2025



Location
Hoorat A'ali



Age group
3 - 6 years



No. of children
121

Key Positives

- Children's appropriate social relationships are fostered through their ability to form friendships, and share toys, reflecting their sense of emotional security, resulting from the friendly relationships with their teachers. Children's good behaviour, respect for their teachers, their initiative in assisting their peers and adherence to Islamic and national values are reinforced through reciting verses from the Holy Quran, reciting supplications, and chanting the royal anthem in morning circles.
- Children's appropriate health awareness is supported by guiding them to practice sound dietary habits, take part in the 'Healthy Food' event, and appropriately develop their gross motor skills through free play in the outdoor garden, and practice physical exercises inside and outside classrooms.
- Majority of children acquire appropriate knowledge and basic concepts, such as their ability to count, and recognise alphabetical letters.
- Providing a safe educational environment along with its diverse facilities, such as spacious outdoor playground, as well as classrooms equipped with learning corners; all of which are appropriate for the growth characteristics in the early childhood stage.
- Communication with parents via social media and Open Day, and the participation of families among them in the 'Bahraini Women's Day' reflect their appropriate level of satisfaction with the kindergarten's practices. Furthermore, the kindergarten cooperates with local community institutions in adequately enriching children's experiences, such as its cooperation with the 'Northern Governorate Police Station' to deliver a lecture on 'Security and Safety when Riding Buses'.

Areas for Development

- The application of guided and well-planned play-based learning experiences is limited as teaching activities are teacher-centred with insufficient use of learning time to utilise available sensory resources and engage them in enjoyable learning activities. This limits the opportunities for children's holistic growth.
- The development of children's communication skills is limited, due to teachers' focus on closed-ended questions and insufficient use of open and guided dialogue with children. This constrains children's ability to express their ideas and the enrichment of their thinking skills like imagination, creativity, and problem-solving.
- The self-evaluation process lacks accuracy in diagnosing the kindergarten's actual reality and utilising it to draft development plans with clear follow-up procedures.
- Limited provision of teachers' professional development programmes that meet their actual needs in early childhood education, and inconsistent follow-up of their impact inside and outside classrooms both regularly and accurately.

Recommendations

- Utilise guided and well-planned play-based learning experiences through the investment of learning time and utilising available facilities and sensory resources to ensure their engagement in enjoyable interactive activities, thereby achieving greater progress in acquiring knowledge and concepts.
- Develop teachers' performance by providing professional development programmes that address their actual needs and accurately and regularly monitor their impact on their performance inside and outside classrooms.
- Develop children's communication skills, through guided and open dialogue with their peers and teachers to enhance their vocabulary acquisition, and promote thinking skills such as imagination, creativity, 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.