



Alqamar Kindergarten



22 - 23 October 2025



Location
Sitra



Age group
3 - 6 years



No. of children
260

Key Positives

- Children's good behaviour and appropriate self-confidence are evident through assuming leadership roles such as 'Alqamar Reporters' and 'Little Teacher', forming friendly friendships, showing enthusiasm for participation, and encouraging peers during group activities.
- Children's gross and fine motor skills are developed appropriately through the use of hands-on resources in various learning areas. Healthy habits are promoted through initiatives such as the 'Food Festival' and the 'Healthy Breakfast'.
- Children's adherence to Islamic values is reinforced through reciting verses from the Holy Quran, prayers and daily supplications (Athkar) in lessons, celebrating the Prophet's Birthday (Mawlid) and commemorating 'Laylat al-Qadr'.
- Most children acquire basic concepts and knowledge appropriately, such as identifying numbers in both languages, the senses, letters, and colours.
- Positive teacher-child relationships are evident in a safe learning environment, supported by continuous encouragement through motivational phrases, applause, cheers, and star stickers, which enhance children's sense of emotional security.
- The kindergarten's leadership works collaboratively; reflected in providing a rich environment with diverse and safe learning resources and facilities, including hands-on materials (models, clay, educational games), spacious classrooms, an outdoor playground, and a sand area.
- Communication with parents is maintained through Open Days, WhatsApp, and weekly newsletters. Children's community partnership is enhanced through participation in various educational and recreational trips, such as visits to the Farmers Market, Elderly Home, and Dar Al Amal; and cooperating

- with the Traffic Directorate and neighbouring primary schools; enriching their experience.

Areas for Development

- Development of children's communication skills varies due to inconsistent opportunities for open dialogue with the teacher and few open-ended questions, with mainly teacher-directed interactions.
- The application of planned and organised play-based learning and utilisation of learning time is inconsistent, particularly in enabling children to collaborate using sensory resources in diverse and enjoyable activities.
- Provision of clear instructions and guidance before learning activities is inconsistent, affecting children engagement and benefit from activities.
- The self-evaluation process lacks accuracy in diagnosing the kindergarten's actual situation, particularly regarding teachers' training needs, which are provided on a limited basis.

Recommendations

- Provide targeted and customised professional development programmes for teachers aligned with identified training needs and monitor their impact on performance continuously to ensure effectiveness and positive impact of the training.
- Utilise guided and well-planned play-based learning to ensure better utilisation of learning time, integration of all children, and effective support for holistic development and progress in acquiring skills and knowledge.
- Further develop children's communication skills through guided and open dialogue with the teachers to enhance linguistic ability and higher order thinking skills, such as critical thinking, imagination, 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.