



Arabian Pearl Gulf Kindergarten



3 - 4 November 2025



Location

Al-Bilad Al Qadeem



Age group

4 - 6 years



No. of children

239

Key Positives

- Children's self-confidence and appropriate social skills are fostered through assuming some leadership roles during morning assembly and participating in the 'Pearl of the Arabian Gulf Kindergarten Birds' band, along with their ability to express their feelings appropriately.
- Children's good behaviour and adherence to Islamic and national values are reinforced by chanting the royal anthem, reciting some verses from the Holy Quran during morning assembly, and reciting prayers before meals.
- Children's gross motor skills are appropriately developed through providing them with sufficient opportunities for free play in indoor and outdoor areas and participating in the Sports Club committee. Children's appropriate health awareness is promoted through their adherence to healthy habits within the daily routine, participating in 'World Health Day' activities and attending 'Healthy Food' lecture.
- The majority of children appropriately acquire basic early knowledge and concepts, such as recognising letter sounds and counting.
- Emotional security is enhanced through positive teacher-child relationship, and a nurturing learning environment is provided, equipped with diverse facilities, including indoor and outdoor play areas (e.g., Adhari Yard), the Robotics Lab, and technological resources, such as 'My Books' application for story reading.
- Parents' satisfaction is appropriately enhanced through their participation in kindergarten activities, such as Career Day, storytelling sessions, continuous communication through the 'Toddler' app and Morning Coffee meetings. Community partnership is also promoted through cooperation with local community institutions, such as Al-Hilal Hospital on 'World Health Day', participating in scouting activities with the Ministry of Education, and visiting the National Museum.

Areas for Development

- The application of organised and planned play-based learning experiences is limited, as teaching activities are teacher-centred, with insufficient guided use of learning time in enabling children to utilise diverse sensory resources together. This hinders the development of children's fine motor skills and their progress in acquiring knowledge and concepts.
- Inconsistent development of children's communication skills inside and outside classrooms, due to the limited use of guided and open dialogue between children and their teachers. This limits their vocabulary acquisition and development of thinking skills, imagination and creativity.
- The self-evaluation process lacks accuracy in diagnosing the kindergarten's actual situation, and its results are inconsistently used to identify work priorities for improving overall performance.
- Professional development programmes for teachers are insufficiently focused on early childhood pedagogy and play-based learning, with inconsistent follow-up on their impact on classroom practice.

Recommendations

- Implement age-appropriate, guided and planned play-based learning experiences and make effective use of learning time through intentional integration of sensory resources to ensure children's engagement, holistic development and larger acquisition of diverse skills and knowledge.
- Provide targeted professional development programmes for teachers, and regularly monitor their impact on performance, particularly in relation to early childhood education pedagogies in play-based learning.
- Develop children's communication skills, by using open and guided dialogue between children and teachers, to enrich vocabulary acquisition and promote thinking skills, including 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.