



Alanjal Kindergarten



5 - 6 November 2025



Location
Riffa



Age group
4 - 6 years



No. of children
70

Key Positives

- Children demonstrate positive behaviour and adhere to Islamic and national values, such as reciting the Names of Allah and participating in 'Hayya Biyya', which strengthens their association with cultural heritage. They also show self-confidence and appropriate social skills, evident in their ability to form friendships and express their feelings freely.
- Children demonstrate appropriate health awareness through healthy daily habits, such as regular handwashing and participation in physical activities in outdoor play areas, which suitably develop their gross motor skills.
- Children and teachers interact harmoniously in a nurturing learning environment, supported by appropriate facilities such as an outdoor playground, which enhances children's emotional security.
- The Majority of children make appropriate progress in acquiring basic early knowledge, such as recognising letters and numbers in both Arabic and English.
- Parents' satisfaction with the kindergarten's practices is reflected through their continuous communication via 'BD KIDES' application and communication log. Community partnership is also strengthened through organising educational and recreational trips in coordination with local community organisations, such as visits to 'Bahrain Animal World', which enrich children's experiences appropriately.

Areas for Development

- The development of children's communication skills inside and outside the classrooms is insufficient due to insufficient use of open and guided dialogue with teachers, and weak guidance of peer interaction. This

negatively affects language enrichment and development of thinking skills, such as imagination, creativity and problem-solving.

- The implementation of age-appropriate learning experiences aligned with early childhood education principles is limited, due to teacher-centred approaches. This reduces opportunities for guided and planned play-based learning and limits the effective use of learning time to ensure children's active engagement in activities and acquisition of skills and knowledge.
- Insufficient utilisation of available learning resources and activities inside and outside classrooms, along with limited variation in their use to broaden children's learning experiences, which reduces opportunities to develop fine motor skills.
- The self-evaluation process lacks accuracy with insufficient use of its outcomes in planning to enrich children's learning and expand their experiences.
- The lack of professional development programmes for teachers, and limited follow-up on the impact of these programmes on performance, particularly regarding implementing learning experiences aligned with early childhood education.

Recommendations

- Implement age-appropriate learning experiences through guided and well-planned play-based learning approaches and utilise learning time to enable children to use sensory resources effectively. This will improve their engagement and support holistic development and acquisition of diverse skills and knowledge.
- Provide continuous professional development programmes for teachers and regularly monitor their impact on performance, particularly in relation to employing educational practices aligned with the characteristics of early childhood education.
- Develop effective communication between children and teachers through open and guided dialogue to enhance language development and promote higher-order 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.