



Zuhoor Al Banafsaj Kindergarten



10 – 11 November 2025



Location
Karbabad



Age group
3 - 6 years



No. of children
41

Key Positives

- Children demonstrate appropriate social skills, such as forming friendships, sharing toys, and cooperating with peers. They also share a positive relationship with teachers, reflecting their sense of emotional security.
- Children's good behaviour and adherence to Islamic and national values are suitably reinforced through chanting the national anthem, reciting verses from the Holy Quran and morning prayers during assembly and participating in "National Day" celebrations.
- Children's appropriate health awareness, represented by their practice of sound healthy habits such as washing hands and eating healthy, reinforced through a session on 'Dental Hygiene and Prevention of Decay', in addition to developing their gross motor skills through free play in outdoor areas and practising physical activities in physical education sessions.
- The majority of children acquire basic early knowledge and concepts appropriately, such as counting, and recognising letters and colours.
- Children's experiences are appropriately enriched through communication with partners, such as cooperation with the Community Police to deliver a session on 'Safe Crossing', with the General Directorate of Civil Defence for evacuation exercise, and communication with parents through various channels including phone calls, Open Days, and social media applications. This has contributed to achieving an appropriate level of satisfaction with the kindergarten's services.

Areas for Development

- The implementation of organised and planned play-based learning experiences is limited, with insufficient guided use of learning time in enabling children to utilise diverse sensory resources and participate together in enjoyable learning activities. This is due to the limited provision of sensory educational resources inside and outside the classrooms, and teaching activities are teacher-centred. This limits the development of

children's fine motor skills and their progress in acquiring knowledge and skills.

- The development of children's communication skills is limited due to the insufficient use of guided and open dialogue between children and their teachers, which restricts the enrichment of children's vocabulary and the development of their thinking skills.
- The accuracy of self-evaluation in diagnosing the kindergarten's reality is limited, with insufficient use of its outcomes in identifying work priorities and planning to improve overall performance.
- The provision of professional development programmes for teachers is limited, particularly those related to early childhood education, with inconsistent procedures for monitoring their performance inside and outside the classroom.

Recommendations

- Implement age-appropriate, guided and planned child-initiated play-based learning experiences, enabling children to use diverse sensory resources. This ensures their engagement in learning activities and supports children's holistic development and strengthen their acquisition of diverse skills and knowledge.
- Develop children's communication skills through the use of open and guided dialogue between children and their teachers, which enhances vocabulary acquisition and promotes thinking skills, such as imagination, creativity, and problem-solving.
- Provide targeted professional development programmes for teachers, specifically in early childhood education pedagogy, and regularly monitor their impact on performance inside and outside the classrooms.

Next Actions

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