



Aldana Preschool



9 – 10 February 2026



Location
Bu Kowarah



Age group
3 - 6 years



No. of children
78

Key Positives

- Children demonstrate positive behaviour and uphold Islamic and national values, which are reinforced through participation in reciting Quranic verses, Prophetic Hadiths, and daily supplications during learning sessions. The value of giving is further promoted through purposeful activities that foster cooperation and sharing. The kindergarten also strengthens Bahraini identity by organising visits to heritage landmarks, such as Sheikh Salman bin Ahmed Al-Fateh Fort and the Military Museum.
- Children display appropriate social skills, including the ability to cooperate and build friendships, reflecting a sense of emotional security supported by the warm and positive relationships they share with their teachers.
- Children demonstrate appropriate health and environmental awareness, shown through healthy eating habits, their ability to distinguish nutritious food options, and their commitment to daily healthy practices such as handwashing and maintaining cleanliness. They also participate regularly in physical activities and exercise.
- Most children appropriately acquire basic knowledge and concepts, such as recognising letter sounds, counting numbers in both Arabic and English, and identifying colours.
- The kindergarten provides a safe learning environment suited to early childhood developmental characteristics. This includes a variety of facilities, such as an outdoor play area, and classrooms equipped with learning corners and concrete resources that appropriately support the development of children's gross motor skills.
- The kindergarten maintains appropriate communication with parents through social media platforms and orientation meetings. Children's experiences are further enriched through collaboration with community institutions, including

educational and recreational trips to 'Jasra House' and 'My Little World', as well as cooperation with 'Al-Sanabel Association for Orphans' through a donation initiative that promotes the value of charity and social solidarity.

Areas for Development

- Limited implementation of planned and purposeful play-based learning experiences, due to ineffective planning and utilisation of learning time, as well as insufficient opportunities for children to engage with concrete and sensory resources in enjoyable activities. This reduces their engagement and progress in acquiring essential knowledge and concepts.
- Limited development of children's fine motor skills that contribute to muscle development both indoors and outdoors, such as cutting, letter formation, and playing with clay and sand, due to insufficient time allocated for such activities within learning sessions.
- Limited opportunities to develop children's communication skills inside and outside the classroom, as teachers tend to rely on closed questioning during interactions. This affects children's language development, their ability to express thoughts and feelings, and the development of thinking skills related to imagination and problem-solving.
- Limited accuracy of the self-evaluation process in diagnosing the kindergarten's current reality, and insufficient use of its outcomes to identify improvement priorities. This is reflected in the development of action plans that lack clearly defined goals and structured follow-up procedures.
- Limited provision of professional development programmes for teachers and insufficient regular follow-up of their impact on performance, particularly in relation to early childhood pedagogy and the effective implementation of planned, purposeful play-based learning.

Recommendations

- Implement structured and purposeful play-based learning experiences, initiated by children through the use of sensory resources, and ensure effective utilisation of learning time to engage children in interactive and enjoyable activities that support their development and acquisition of essential skills and knowledge.

- Develop children's communication skills through open and targeted dialogue with teachers, to enrich their vocabulary and promote higher-order thinking skills such as imagination, creativity, and problem-solving.
- Provide professional development programmes for teachers, particularly in relation to early childhood pedagogy, and regularly monitor their impact on teaching practices both inside and outside the classroom.

Next Actions

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