



Al Safa Kindergarten



13 - 14 May 2026



Location
Muharraq



Age group
3 – 6 Years



No. of children
68

Key Positives

- Children's good behaviour and adherence to Islamic and national values are positively reinforced through their participation in the morning assembly and learning circles, such as chanting the national anthem, reciting verses from the Holy Quran, reciting prayers, engaging in the "Hajj" event, and participating in national celebrations like "National Day".
- Children demonstrate clear social skills and communicate positively with their peers in work groups and when participating in educational and recreational events and activities. This is fostered by their ability to form friendships and interact harmoniously with peers from different social and cultural backgrounds in an atmosphere of fun and enjoyment.
- Children demonstrate appropriate health practices, such as washing their hands before eating, having healthy meals, and interacting positively in regular physical education sessions, along with their participation in kindergarten awareness-raising activities, such as "Bahrain Sports Day".
- Children are emotionally secure and engage in diverse activities, thanks to the friendly relationship and care provided by teachers in a safe and nurturing learning environment with diverse facilities and educational resources, such as spacious classrooms and a multi-purpose gymnasium as well as multiple indoor and outdoor playgrounds with sensory resources and toys that support their physical development of their gross and fine motor skills.
- Most children acquire appropriately early basic knowledge and concepts, such as recognising alphabet letters in Arabic and English, and number recognition.
- Continuous communication with parents through several social media channels, such as sending pictures of their children's participation in daily activities, organising Open Days, using children's progress monitoring forms, and engaging parents in kindergarten activities, such as "Al-Qarqaa'on" and honouring them in the "Ideal Mother" event. This reflects their appropriate level of satisfaction with the kindergarten's practices. Furthermore, Children's sense of community partnership is appropriately enhanced through organising

events, such as a medical check-up event for children in cooperation with "Dr. Lamia Medical Centre", and organising educational and recreational trips, such as a visit to the "Bahrain National Museum".

Areas for Development

- The implementation of learning experiences based on guided and well-planned play-based learning varies, as learning remains teacher-centred and learning time is not optimally utilised in terms of organised planning of learning situations, clarity of intended learning experiences, and alignment between activities, available sensory resources, and learning objectives. This has affected children's progress and support for their holistic development.
- The development of children's dialogue and positive communication skills varies due to teachers' focus on closed-ended questions and the limited use of guided interactive dialogue, while taking into consideration language appropriate to the cultural backgrounds of some children. This has affected the enrichment of children's vocabulary, the development of their thinking skills, and reduced opportunities for them to express themselves and demonstrate their individual characteristics.
- The accuracy of self-evaluation varies in diagnosing the kindergarten's reality, with limited use of its outcomes in identifying work priorities, affecting the effectiveness of planning for improving overall kindergarten performance.
- The provision of professional development programmes for teachers is limited, particularly those related to implementing learning experiences that align with the characteristics of early childhood education and the diverse cultural and social backgrounds of children, with inconsistent follow-up on the impact of these programmes in improving performance inside and outside the classroom.

Recommendations

- Implement learning experiences that are appropriate to children's age group and their diverse cultural and social backgrounds, based on guided and well-planned play-based learning, while utilising learning time to enable children to use learning activities and concrete sensory resources effectively, ensuring their active engagement and supporting their holistic development.
- Develop children's effective communication skills in ways that enrich their vocabulary and enhance their higher-order thinking skills, such as imagination, creativity and problem-solving.

- Provide professional development programmes for teachers that are aligned with the characteristics of early childhood education, as well as children's backgrounds and learning needs, and regularly monitor their impact on performance inside and outside the classroom.

KG082-C1-R067

Next Actions

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