



Alkhayrat Kindergarten



18 - 19 May 2026



Location
Jidalhaj



Age group
3 - 6 Years



No. of children
572

Key Positives

- Children enjoy a safe learning environment, equipped with a range of well-resourced facilities, including classrooms with different learning corners and multiple outdoor play spaces. These areas are suitably furnished with equipment that promotes their physical development and enhances their gross motor skills. Children appear emotionally secure and engage in activities with confidence and enthusiasm, supported by the positive relationships and support provided by the teachers.
- Children demonstrate sound behaviour and appropriate levels of self-discipline, reflecting Islamic and national values suitably. These are reinforced through their participation in morning assemblies and learning circles, including reciting the national anthem, verses from the Holy Qur'an, daily prayers, and celebrating national occasions such as 'National Day'.
- The kindergarten promotes healthy habits among children, encouraging them to regularly wash their hand, and eat healthy meals. In addition, to enhancing their awareness through initiatives such as personal hygiene campaigns and participation in events like 'Sports Day'.
- The majority of children acquire age-appropriate early knowledge and concepts, such as recognising letters in Arabic and English, blending and segmenting sounds, reading simple words and sentences, distinguishing numbers, and identifying basic geometric shapes.
- The kindergarten maintains regular and effective communication with parents through a range of channels, including diaries, open days, progress monitoring forms, and sharing photographs of children's daily activities. Parents are also actively involved in kindergarten activities, such as storytelling sessions and participation in thematic experiences like 'Professions', which contributes positively to their overall satisfaction.

- The kindergarten establishes positive links with local community institutions. Notable examples include its collaboration with the Ministry of Interior in delivering awareness sessions on 'safe bus travel' and the organisation of educational and entertaining trips, such as visits to 'Bahrain Fort'.

Areas for Development

- The provision of planned and purposeful play-based learning experiences is limited. In addition, learning time is not managed well to use the available sensory resources. This reduces opportunities for a larger proportion of children to actively engage in learning activities, as teaching is mostly teacher-led. Consequently, this affects the development of essential skills required for children's holistic growth and the breadth of knowledge and skills they acquire.
- The development of children's communication and dialogue skills is underdeveloped. This is largely due to an overreliance on repetition and recall learning approaches, with insufficient opportunities for structured and open-ended interactive dialogue involving a wider range of children. As a result, opportunities to enrich children's vocabulary, foster creative and logical thinking, and enable them to express themselves confidently and reveal their individual characteristics are constrained.
- The accuracy of self-evaluation is inconsistent in diagnosing the kindergarten's current performance, outcomes are not used appropriately in setting clear priorities and informing planning across different work aspects, which affects the ongoing improvement and the monitoring of performance, and the quality of educational practices.
- The follow-up on the impact of professional development programmes on teachers' classroom practices is limited, particularly with regard to the implementation of structured, play-based learning experiences that align with the characteristics of early childhood education.

Recommendations

- Implement age-appropriate learning experiences that are based on structured and purposeful play, with better use of learning time to enable children to interact more fully with sensory resources and the available learning corners. To ensure wider participation, promote children's inclusion, and enhance their holistic development, leading to improved acquisition of knowledge and skills.

- Further develop children's communication and dialogue skills with their peers and teachers, to enrich their vocabulary and promote higher-order thinking skills, such as imagination, creativity, and problem-solving.
- Regularly monitor the impact of professional development programmes on teachers' performance, particularly in relation to play-based learning approaches and alignment with the characteristics of early childhood education.

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Next Actions

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