



Al Farah Kindergarten



23 – 24 February 2026



Location
Bilad Al Qadeem



Age group
3 - 6 years



No. of children
96

Key Positives

- A safe environment is provided for children, with the kindergarten utilising its facilities in ways that suit the developmental characteristics of early childhood, such as the outdoor playground, the indoor hall for physical exercises, and the sand play area. This has appropriately supported the development of children's gross motor skills.
- Children demonstrate good behaviour, with Islamic and national values reinforced through learning circles and celebrations of national occasions such as "Gargaoon". Friendly relationships between teachers and children contribute to their sense of security and support the development of their social skills and their ability to converse with peers.
- The majority of children acquire basic knowledge and concepts appropriately, such as recognising numbers and Arabic letters, and general knowledge like the days of the week. They also show an appropriate ability to distinguish between healthy and unhealthy foods, reflecting suitable health awareness.
- Children's experiences are appropriately enriched through community partnerships, such as visits to Adhari Park, tours to nearby shops like the bakery and vegetable store as part of the "Careers Day", and a visit to Al-Ittihad Club during the "Bahrain Sports Day". This has contributed to parents' appropriate satisfaction with the kindergarten's practices, particularly through open communication channels, such as open days and phone calls.

Areas for Development

- The implementation of guided and well-planned play-based learning experiences is limited, as the teacher remains the central focus of learning activities and learning time is not sufficiently utilised to provide children with opportunities to use concrete learning resources. This limits children's

engagement and interaction and restricts the development of their fine motor skills.

- The development of children's communication skills is limited due to teachers' reliance on repetition and closed-ended questioning, which reduces opportunities for children's language development and thinking skills, including their ability to express ideas and feelings.
- The provision of professional development programmes for teachers is rare, particularly those related to the characteristics of early childhood education, with inconsistent monitoring of their impact on teachers' performance.
- Self-evaluation processes lack accuracy in diagnosing the kindergarten's reality and planning to improve overall performance.

Recommendations

- Utilise guided and well-planned play-based learning experiences by effectively using learning time and providing children with opportunities to use sensory resources, ensuring that teaching activities are child-centred and encourage interactive participation, supporting their holistic development.
- Develop children's communication skills through open and guided dialogue with their peers and teachers to enrich vocabulary and enhance their ability to express their thoughts and feelings.
- Provide professional development programmes for teachers in Early Childhood Education pedagogies 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.