



Al Fowz Kindergarten



6 – 7 May 2026



Location
Al Hidd



Age group
3 - 6 Years



No. of children
150

Key Positives

- Children's appropriate social relationships, including their ability to interact with each another and form friendships and their self-confidence, are fostered through assuming simple leadership roles, such as participating in morning assembly and taking on the role of "little teacher" in classrooms.
- Most children demonstrate good behaviour, respect their teachers, and adhere to Islamic and national values through their enthusiastic participation in morning assembly, reciting verses from the Holy Quran and expressing meanings through gestures, alongside their pride in Bahrain's leadership and history.
- Children's healthy practices are promoted through monitoring their consumption of healthy meals and guiding them to wash their hands after various activities, as well as developing their gross motor skills outside classrooms by providing physical activities and Taekwondo sessions.
- Effective support for children with special needs, by providing specialised human resources and sensory resources that meet their diverse educational needs. This is reflected in allocating safe classrooms, offering educational activities aligned with their individual education plans, and regularly monitoring their progress.
- Teachers employ appropriate encouragement methods align with children's age group and the characteristics of early childhood education. This has contributed to enhancing children's participation and motivation to learn through various motivational tools, such as stickers, stars, and verbal praises.
- Most children acquire basic knowledge and concepts appropriately, reflected in their ability to recognise letters and their sounds (such as, the letter 'T'), recognise colours, and identify modes of transportation.
- Providing a rich learning environment with appropriate outdoor facilities, such as indoor and outdoor playgrounds, supportive educational and technological resources, like interactive whiteboards. Special needs classrooms and human

resources are well-provided for the care and education of children with special needs.

- Effective cooperation with parents through various communication channels, such as organising regular meetings, using the 'BD Kids' application, and engaging them in kindergarten activities and events, such as "I Cook with My Mother" and "Dafa'a and Bisht," reflecting their appropriate level of satisfaction with the kindergarten's practice. Similarly, children's sense of community partnership is appropriately enhanced through participation with community partners to broaden children's experiences and learning, such as cooperating with the "Al Hidd Police Station" to raise awareness of traffic safety, and with the "Al-Furat Medical Centre" to conduct dental check-ups, in addition to cooperating with neighbouring primary schools to prepare children for the next stage of education, such as cooperation with Al-Oruba Primary Girls' School.

Areas for Development

- Inconsistent development of children's fine motor skills inside classrooms, affected by varied employment of supportive sensory resources in learning activities.
- The development of children's communication skills within educational situations, affected by inconsistent opportunities for open and guided activities for children to express themselves, develop their vocabulary, and enhance their ability to imagine and solve problems.
- Inconsistent investment of learning time, with guided and planned play-based learning experiences, and use of supportive sensory resources that contribute to integrating children together in learning activities.
- The provision of professional development opportunities that meet the actual needs of teachers is limited, with planning for such programmes and follow-up on their performance in lessons regularly and precisely.

Recommendations

- Utilise guided and well-planned play-based learning experiences to ensure effective investment of learning time and engage all children in learning activities.

- Further develop children's communication skills using open and guided questions to enrich their vocabulary, enable them to express their feelings, and enhance their ability to think and solve problems.
- Develop teachers' performance by providing professional development programmes that align with their actual needs and regularly monitor their impact on their performance.

Next Actions

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