



Tareeq Al-Khair Kindergarten



18 – 19 February 2026



Location
Al-Dair



Age group
3 - 6 years



No. of children
106

Key Positives

- The kindergarten provides a range of facilities, including an outdoor playground, an indoor bicycle hall, a sand play area, and classrooms, supported by concrete learning resources within a safe environment. These are used in ways that contribute to developing children's gross and fine motor skills through physical activities, free play, and enabling children to use concrete learning resources in some learning activities.
- Children demonstrate appropriate social skills, such as interacting during group games, encouraging one another, and forming friendships. This reflects their sense of emotional security, strengthened by the friendly relationships they share with their teachers, in addition to promoting Islamic and national values through reciting verses from the Holy Qur'an and participating in national events such as celebrating the "National Day".
- Health awareness and healthy habits are appropriately promoted among children, such as encouraging them to wash their hands and eat healthy meals.
- The majority of children acquire basic concepts and knowledge appropriately, such as recognising letters, counting numbers, and identifying colours.
- Parents demonstrate appropriate satisfaction, with communication maintained through social media platforms and open days, and their participation in events such as the "Mother's Day" celebration. Children's experiences are also enriched through collaboration with local community institutions via educational and recreational visits, such as trips to "Oasis of Children" and "Al-Dair Primary Boys School".

Areas for Development

- The limited application of guided and well-planned play-based learning experiences as teaching activities are teacher-centred during learning time.

- Insufficient utilisation of learning time in imparting knowledge and concepts to children, and ineffective utilisation of available resources during educational activity time as a result of poor planning in selecting educational resources appropriate for the time allocated to activities, and limited verification by teachers of whether learning occurs within them.
- The limited development of children's communication skills, due to teachers' focus on closed-ended questions and insufficient use of questions that develop their linguistic vocabulary and their abilities to express their feelings and thoughts.
- The limited accuracy in the self-evaluation process in diagnosing the kindergarten's reality and using its results in identifying work priorities to improve overall performance in the kindergarten.
- Limited provision of professional development programmes for teachers and inconsistency in regularly monitoring their impact on teachers' performance inside and outside classrooms, especially in areas related to the characteristics of early childhood education.

Recommendations

- Utilise guided and well-planned play-based learning experiences through providing opportunities for children to actively participate in such activities and investing learning time effectively to impart knowledge and concepts, by planning the utilisation of educational resources appropriately for the time available for activities and ensuring follow-up of learning occurrence within them.
- Develop communication skills through guided and open dialogue with children and teachers to enhance vocabulary acquisition and promote children's ability to express their thoughts and feelings.
- Provide professional development programmes for teachers, especially related to the characteristics of early childhood education, and regularly follow up on their impact on teachers' performance inside and outside classrooms.

Next Actions

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