



Albayader Kindergarten



27 – 28 April 2026



Location
Hamad Town



Age group
3 - 6 Years



No. of children
167

Key Positives

- Providing a safe learning environment for children with diverse facilities, such as spacious classrooms with learning corners, "Albayader Store", in addition to indoor and outdoor play areas like a cycling track and sandpits, in a way that meets and aligns with the developmental needs of early childhood.
- Children are self-confident and their good social skills - including the ability to express their feelings, form friendships, and engage with peers - are fostered through children's good behaviour and adherence to Islamic and national values, such as reciting verses from the Holy Quran and chanting the National Anthem during circle time and morning assembly; with friendly relationships with teachers that enhance their sense of emotional security.
- Appropriate development of children's gross motor skills and health awareness through participation in physical exercises during PE lessons, free play in outdoor areas such as cycling and sliding, in addition to practicing healthy habits, like handwashing and eating healthy meals.
- Children appropriately acquire basic knowledge, concepts, and skills, such as recognition of alphabet letters, counting skills, and general knowledge related to professions.
- Appropriate cooperation with partners to enrich children's experiences, by preparing them for Grade 1 of basic education through visits to neighbouring primary schools, organising educational and recreational trips, such as a visit to "Mohamed bin Zayed Nature Reserve" and a tour in the neighbourhood to learn about its facilities. Parents show adequate level of satisfaction with the kindergarten practices, facilitated by regular communication via various social media channels and direct interaction in some events, such as "Grandmothers' Day" and "National Day" celebrations.

Areas for Development

- The application of organised and planned play-based learning experiences is limited, as teaching activities are teacher-centred during learning activities with the use of verbal Q&A as a core learning mode in most learning experiences.
- Limited investment of learning time in implementing engaging learning activities that contribute to integrating children together and enabling them to utilise sensory resources, leading to inconsistent development of their fine motor skills inside the classroom.
- The development of children's communication skills is inconsistent, due to teachers' focus on closed-ended questions inside and outside the classroom.
- The self-evaluation process lacks accuracy in diagnosing the kindergarten's actual reality, particularly in identifying areas for development, and utilising its results to draft development plans.
- The provision of professional development programmes for teachers is limited with inconsistent follow-up on their impact on performance, particularly regarding the characteristics of early childhood education.

Recommendations

- Utilise guided and well-planned play-based learning experiences, invest learning time in interactive activities that integrate children together, and employ sensory learning resources in learning activities.
- Develop children's communication skills by using open-ended questions to enhance children's vocabulary acquisition and promote their creativity and problem-solving abilities inside and outside the classroom.
- Provide targeted professional development programmes according to the training needs of teachers and regularly monitor their impact on teacher performance in educational situations, particularly in relation to teaching methods and characteristics of early childhood education pedagogies.

Next Actions

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