

School No.: 564230

# **Quality Review Report (Translated Version)**

**Women's Welfare Club (Eastern District)  
Hong Kong Lai Kwai Tim Day Nursery**

**2/F, Island Place, 53 Tanner Road, North Point, Hong Kong**

**29, 30 April & 6 May 2025**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 29, 30 April & 6 May 2025**

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

## **School Performance**

### **1. Promoting Continuous Development of School**

- 1.1 The leadership team monitors and supports the school development through regular meetings. The management maintains close liaison with teachers and gets hold of the implementation of various tasks through daily communication and group meetings, while also providing timely advice. Aiming to promote teachers' professional growth, the management has organised non-local exchange activities in recent years to broaden the team's horizons. Furthermore, to keep pace with the work plans, external resources and professional training are introduced to equip teachers with relevant skills. When assigning teaching and administrative duties, the school takes into account the teachers' experiences, strengths and preferences. Team members perform their duties properly and unleash their potential, contributing to the smooth daily school operation.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. Work plans are devised based on the school context and the developmental needs of children, and the effectiveness is reviewed at the end of each school term. In the last two years, the school kept pace with curriculum development trends with the promotion of national education as major concern to increase children's understanding of Chinese culture. It organised festive celebrations and parent-child activities and invited professionals to school to demonstrate traditional arts in the last school year, which is conducive to fostering children's interest in learning Chinese culture. This school year, the school has further incorporated the elements of understanding China into

thematic teaching. It also introduces activities such as visiting exhibitions, appreciating Cantonese opera and shadow play to deepen children's understanding of the country, which is beneficial for them to develop a sense of national identity. The school carries out the relevant tasks progressively to attain the intended effectiveness.

- 1.3 The school has a clear identification and referral mechanism that utilises external resources to offer timely support to children with special needs. Individual children's development, learning and family care needs are discussed with support personnel during meetings to ensure that the services are suitable. To cater for newly admitted children, the school organises an orientation day before the start of the school year, allowing parents to accompany their children to get acquainted with teachers and the campus. It also arranges flexible school hours to help newcomers adapt to school life. Teachers bring K3 children to primary school visits to get an initial understanding of the facilities and learning mode, which prepares children psychologically for promoting to primary one. The school maintains close communication with parents through diversified channels and is responsive to their needs. Besides, it organises talks and workshops for parents to enhance their parenting competence. Parents are invited to observe lessons and volunteer for off-campus activities, helping them get a better understanding of the school. Through these efforts, the school and parents build a harmonious relationship of mutual trust and cooperation.

## **2. Learning and Teaching**

- 2.1 In accordance with the *Kindergarten Education Curriculum Guide* and the teaching packages, the school devises an integrated curriculum that encompasses all learning areas through themes that tie in with children's life experiences. A balanced daily

schedule is offered to children, with ample opportunities for them to take part in music, physical, art and free choice activities every day. The school attaches importance to moral education. Every school term, it organises a moral education week and sets corresponding goals for each grade level. Teachers carry out story sharing, role-play, games and moral award schemes to nurture children's positive values. At the end of a school year, the school launches self-challenge activities and talent shows to help children develop their potential and build confidence.

2.2 The school has followed up on the recommendations of the previous Quality Review, of which the management steers the team to review and revise the assessment design and content as well as cancelling the practice of presenting children's performance in grades. Thus, parents are enabled to grasp their children's development, while the school upholds the assessment principles of continuous observation. Thematic assessment forms are kept in the children's learning portfolios. The assessment content is closely related to the teaching objectives. Meanwhile, observation records are prepared for each child, explicitly describing their development in various areas. Teachers regularly distribute the assessment information to parents while inviting them to share their children's performance at home, facilitating a multifaceted understanding of each child's growth. Teachers refer to their daily observations to inform the curriculum, continuously increasing the quality of learning and teaching.

2.3 Teachers of all grade levels convene meetings periodically to jointly discuss the learning content, activity arrangements and environment setup, with the management attending the meetings to provide timely advice. The management also keeps track of curriculum implementation and teaching through classroom walkthroughs, lesson observation and so forth, giving feedback and support to teachers as needed. The team sets curriculum outline of all grade levels at the beginning of the school year

and conducts an overall review on teaching reflection, child assessment, responses from parents and other information at the end of the school term, thereby revising the curriculum. Teachers have developed a habit of teaching reflection. They propose suggestions for improvement on child learning performance which include increasing the elements of play in thematic activities and refining the design of teaching aids, to boost the learning effectiveness. The management plans peer lesson observations and encourages teachers to learn from and observe one another. Tools such as the lesson observation log and assessment criteria are also provided, which is favourable for sharpening the reflection skills of the team.

- 2.4 The school has been regarding promoting national education as its major concern for three consecutive years. For the past two years, the school exposed children to traditional customs more often and enhanced their learning interest by conducting festive celebrations, parent-child activities and performances in school. This school year, the school further incorporates Chinese cultural elements into the curriculum design. It selects nursery rhymes and poetry that align with themes and leads children to read aloud. Children listen to Chinese music and play Chinese musical instruments during music activities while experiencing Cuju and pitch-pot during physical activities. Teachers introduce paper cutting and ink painting during art and craft activities to enrich children's learning experiences. The school organises non-local exchanges to gain experience from other schools. Teachers apply what they have acquired to guide children in appreciating famous Chinese paintings and perceiving the difference between tradition and modernity in clothing, architecture and transport. Children take the initiative to draw and create sampans, carriages and bridges of ancient times by cutting-and-pasting, origami and other means. The artworks are filled with child-like fun. The school also distributes material kits and encourages parents and children to design traditional window decorations while

appreciating the colour palette and the characteristics of symmetrical patterns, thereby enhancing children's and parents' understanding of Chinese handcrafts. Furthermore, teachers make good use of these artworks to decorate the school environment so that children can admire the features of the pieces. The school has formed a child flag-guard team and conducts the national flag-raising ceremony every week during the morning assemblies. Folk stories and the 24 solar terms are shared with children during the speech under the national flag as well. Besides, the school carries out the Chinese Cultural Activity Day. It invites the leadership team and parents to school to observe and participate in booth games, with children responsible for introducing the exhibits. All of them share the achievement of promoting national education, and the effectiveness of the work plans has been observed.

- 2.5 The school meticulously creates the learning environment. Children's pictures and greeting cards are displayed at the school entrance and along the corridors. They use patterns and simple phrases to express their feelings and share their love for teachers and peers, fostering a warm and friendly atmosphere. Teachers decorate the interest corners of the classrooms based on themes. Children play the role of a shop assistant to sell swimsuits and sun protection products in a simulated shop to practise simple calculations. In a simulated scenario of a country park, children catch insect props with catching nets and then observe them through a magnifier in the exploratory corner to learn about the physical structure and features of insects. The art and craft corners are equipped with diversified and ample materials for children to choose from and create with. As observed, children rubbed green, black and white clay to make three-dimensional giant pandas and bamboo leaves. They also made turtle shells out of paper plates and stuck shredded paper and small paper balls on them, showing creativity.

- 2.6 Team members have developed a good rapport at work and support each other. They also attend to children's daily needs with love and care. Teachers engage in teaching, speaking in an organised manner which helps children understand the learning content and conduct activities as directed. They also prepare real objects and self-made teaching materials that dovetail with the learning objectives for children to manipulate, helping them comprehend and consolidate what they have learnt. In music activities, teachers guide children to sing, perform rhythmic movements and play instruments in ensembles so they can feel the rhythm and melody of music. When designing physical activities, teachers are advised to consider the available space at different venues in the school to ensure a better play experience for children. Additionally, the management must guide teachers to revise the design of music and physical activities in the afternoon session and discuss more explicit learning objectives and concrete content in a bid to strengthen the learning effectiveness.
- 2.7 Children love to go to school and actively take part in learning activities. They are courteous, take the initiative to greet others and follow the routines, resulting in a good classroom order. During free choice activities, children enjoy kneading playdough which reveals their eye-hand coordination and fine motor skills. K2 and K3 children always proactively have cooperative games with peers, playing chess and card games, and reading together. K1 children are willing to share toys with each other. They help and respect one another, displaying good social development. Children also possess self-care abilities as they organise their personal belongings. Besides, they are willing to assist teachers in tidying up corner materials as well to keep the classroom clean.

### **3. Recommendations for Enhancing Self-improvement of School**

The school reviews the work effectiveness of each domain at the end of a school year and takes it as a basis of stipulating major concerns in the future. The management is advised to lead the team to consolidate the good experience in promoting moral cultivation and national education, regularise relevant strategies, and sustainably review the effectiveness through SSE. In addition, the management must guide teachers to further review and revise the design of music and physical activities in the afternoon session with a view to facilitating children's music and gross motor development in an ongoing manner.