

Table 3: Evaluation of the Material Environment at Kindergartens

Balanced and Safe Environment Indicators	Rating (in %)		
	Above-Average	Average	Below Average
Spatial Layout of Classrooms	41.4	53.9	4.7
Suitability of Building Facilities for Physical Activities and Relaxation	38.7	54.7	6.6
Suitability of Furniture and its Adequacy to Size of Children	41.2	48.9	9.9
Suitability and Safety of Sports Equipment	31.5	58.9	9.6
Monitored Physical Activities to Promote Physical Well-Being	38.3	53.4	8.3

The results of this evaluation show those particular areas to which the schools should be paying more attention. Worn children's furniture is one of the potential risk areas that was identified in the evaluation of school equipment. The results of the inspections showed that the furniture didn't meet the particular needs of a child user in 10% of the inspected kindergartens. Similar problems were also identified in evaluating the condition of sports equipment at the schools.

90.2% of the schools provide meals for the children in their own cafeterias. Increasing attention is being paid to the availability of a balanced diet and a variety of food and proper table manners. Making sure that the children have a sufficient intake of liquids continues to be a problem (deficiencies were identified in 9% of the inspected kindergartens).

Kindergarten Partnerships

The cooperation between schools and parents has undergone some positive improvements. In the most recent evaluations, it was determined that in 67% of the kindergartens, the parents were involved in the development of the school's teaching programme. The majority of parents are effectively assisting in the effort to eliminate speech disorders in children – mostly through the use of home exercises and more intensive verbal communication, with a focus on the elimination of improper speech patterns. The schools offer parents counselling services and information related to preschool education. The availability of such resources were identified in 88% of the schools.

Kindergartens are also working together on their supervising entities. This collaboration revolves mostly around financial and operational matters and issues related to creating a safe and healthy environment for the attending children. During such contacts, the supervising entities of the schools usually take a forthcoming attitude but any tangible