

CSI also organized a thematically oriented inspection focused on teaching a healthy lifestyle and supporting children with special educational needs. This inspection covered 433 kindergartens.

In terms of teaching a healthy lifestyle, the kindergartens were able to see improvements in the area of conceptualization and planning. This particular topic is now more frequently included in the school educational programmes of the schools. The targeted education of school administrators has also helped to contribute to these improvements.

The positive social climate at the schools, which the teachers have been able to successfully maintain, has made a strong contribution to the ability of the schools to encourage the children to lead a healthy lifestyle. 62.1% of the inspected kindergartens were rated above-average in this particular area. Another improvement was seen in the regular practicing of supervised, preventative physical activities (which however haven't always produced the expected physiological impact. 97.8% of the inspected kindergartens have an outdoor play area and some of them have already been designing and building these facilities to correspond to the latest European trends. One major negative factor that continues to be a problem at the local level is the fact that classrooms are being filled to their maximum capacity – 28 children – which poses certain risks organizationally and in terms of the effort to focus on the individual development of each child at the preschool level.

The inspectorate has discovered that these schools are attended by 536 children (1.85%) with special educational needs. Individual educational plans had been prepared for more than 60% of such children. The conditions being provided to such children and the educational activities carried out with these children were consistent with their educational needs. The process of individually integrating these children into the general student body at the school is handled by specially trained teachers. Based on their financial capabilities, some kindergartens are starting to utilize teacher assistants.

Most of the children with special educational needs are children with speech disorders (74%). The amount of special attention provided to such children allows the kindergartens to eliminate the majority of their logaedic problems before the children start primary school.