



In the last school year 793 school injuries were reported by kindergartens. Nevertheless, kindergartens have displayed the lowest injury index for a long time. The rate of 0.23 injuries per 100 children was recorded, although the republic-wide index of the injuries of children, pupils and students was 1.89. Opportunities for further improvement of education towards health are seen mainly with regard to movement activities.

Evaluation of the Development of Basic Pre-reading and Mathematical Skills

The results of thematic observations carried out by the CSI confirmed a good level of planned and implemented objectives for meeting educational goals in the area of “A Child and His/Her Psychology”. Activities aimed at developing speech skills and the receptive language skills necessary for the future development of reading, writing and arithmetic were at a good level in 93 % of the schools visited, and these activities were at the level of good practice in 15 % of schools.

Teachers read texts appropriate for children’s age and skills and it was obvious that children’s simple visual and hearing perception was well managed. Furthermore, children were able to distinguish basic graphical shapes and pictorial symbols. They managed to retell the content of texts, to discuss the plot, describe characters and to deduce the moral for themselves and their lives. However, greater attention should be paid to the development of the skills of children to finish what was said by their teacher, i.e. finding a continuation of the story. On the basis of texts read for them by teachers children often drew the story and its characters, thus getting an opportunity to develop their imagination and creativity. In a number of cases teachers took children to libraries in their municipality. When developing pre-reading skills more than half of the visited kindergartens cooperated with parents, most frequently in the form of home reading by parents.

The CSI also focused on the level of skills important for recognising simple signs (letters, numeral characters, pictograms, marks, symbols, and patterns) and evaluated activities aimed at identifying basic numerical and mathematical terms and their symbols as well as their utilisation during practical activities. Most often children were led to intentionally use their memory for learning, distinguishing essential signs and details, to understand elementary time terms and to have good orientation in space-time and area. Less often teachers encouraged children to acquire knowledge of mathematics (drawing basic geometric shapes, solving mathematical tasks, puzzles, picture puzzles, labyrinths and so forth). In order to improve this deficiency the CSI recommends that SEPs focus on orientation towards elementary counting, understanding basic mathematical terms or expressing simple rationales and trains of thoughts aloud, mainly in the last year prior to compulsory school attendance with special attention being paid to children whose compulsory schooling was postponed.

Evaluation of the Overall Success Rate of Schools Involved in Pre-school Education

The CSI evaluated the overall level of the skills attained and capabilities of children in the last year before they begin compulsory school attendance. Inspection findings demonstrate that it is necessary to ensure better consistency between these two levels of education and to concentrate on guidance in the area of speech therapy, the development of communication skills, independence and the ability of children to carry out self-assessment.

The most frequent activities offered by schools to children as well as to parents of children who are about to start compulsory schooling, i.e. the 1st grade of basic schools, are speech therapy services and consultancy, the opportunity to visit the relevant basic school and to talk to teachers teaching 1st grades.

Teachers involved in pre-school education can have good feedback from teachers of 1st grades of basic schools, who positively evaluated the preparedness of children

