



An analysis of the inspections of SEPs covering the whole period monitored (2007–2011) demonstrated that the majority of deficiencies were in the description of the education content, in particular in more detailed specifications of the fields of activities and the expected outcomes of the integrated block (43.3 %) as well as in the description of further work with this (37.2 %). A positive finding resulting from class observations was the fact that one of the prerequisites of quality education – the content appropriateness in compliance with FEP and according to the relevant SEP – was thoroughly met in the kindergartens visited; some deficiencies were revealed, but only on average within 3 % of the total number of class observations.

Another problematic part of SEP was the “evaluation system”. The description did not show SEP comprehensiveness (35.0 %); clear responsibilities of all stakeholders were not clearly specified either (35.7 %). Pedagogical staff had problems evaluating whether the objectives stipulated in SEPs had been met.

The weaknesses of the development of conditions for education in SEPs with regard to their practical use were school management (37.8 %) and staffing (28.6 %). Kindergarten head teachers did not know how to correctly identify strengths and weaknesses relating to the preparation and implementation of their SEPs; the results of the first evaluation revealed areas appropriate for support of pedagogical staff to be able to further develop their SEPs.

Despite gradual improvement of the quality of SEPs the high frequency of incorrectly developed strategic documents at the level of schools indicated systemic errors in FEP PE.

II. Effectiveness of Support for Development of Children’s Personality and Overall Results of Pre-school Education

Effectiveness of Support for Development of Children’s Personality

The focus of education in kindergartens on the development of children’s personality is traditionally at the highest level when compared to other segments: information available to kindergarten teachers about FEP was almost 100%. In total 94.2 % of kindergartens conformed to the required standard of FEP, of which 8.9 % were in the category of good practice. One really positive finding is the fact that kindergarten teachers have begun to perceive **the importance of setting conditions and the organisation of education** in their SEPs. Step by step they are starting to use various modern methods and forms of education and they purposefully take into account specific possibilities of their schools and local conditions. However, the evaluation of the indicators of individualisation of education is less positive and schools more or less failed in this area; utilisation of methods of pedagogical diagnostics of children was in the majority of cases too formal.

A well-thought out **use of integrated blocks** appeared to be an important factor in support for the development of children’s personality but in approximately one third of schools it was limited by deficiencies found in this area of SEPs (mainly as regards the further development of activities encompassed in integrated blocks, expected outcomes and the specification of strategies of further work with integrated blocks).