



The average number of children who were officially registered in the kindergartens visited was 23.6 children per class (in large kindergartens the average number of children was 24.8); average attendance was 16.4 children in one class, which accounts for class participation of 69.3 %. Under Decree No. 14/2005 Coll. on pre-school education, as amended, the maximum number in pre-school education is 24 and in a number of classes the maximum of children was 28, which is the maximal permitted exception. The CSI points out the risk during events organised outside school buildings (for example strolls, staying in the garden, outdoor school and so forth), where it is necessary, because of OHS, to provide one teacher for a maximum of **20 children**.

In the kindergartens visited by the CSI it was detected that **the proportion of children with special education needs (SEN)** was 2.5 %. A decrease in the number of children in classes was the most frequent measure to support children with SEN. Results of a comparative analysis arising from class observations confirmed the hypothesis that the number of children in classes considerably affected teaching forms and methods. A positive finding seems to be provable efforts to accept such children and create opportunities for education with respect to their needs. A lack of methodological guidelines and practical procedures persisted in this area of pre-school education. Pedagogical staff showed an interest mainly in the further education of teachers aimed at acquiring the necessary new competences as regards how to work with such children in mainstream classes.

At present schools fail to teach according to newly conceived strategies for the education of pupils with SEN, in particular by the application of their right to education through specific forms and methods and to the creation of special conditions enabling their education (mainly Sec. 16 of the Education Act and Decree No. 73/2005 Coll.), in particular in the case of socially disadvantaged pupils.

The CSI found out that the proportion of socially disadvantaged children in kindergartens is 1.0 %, with the highest proportion of such children being registered in the Moravian–Silesian region (4.1 %) and in the Karlovy Vary region (3.9 %). On the other hand, no socially disadvantaged child was recorded in the kindergartens in the Zlin region.