

Table 5 Share of children with SEN and socially disadvantaged children in the kindergartens visited in the school year 2010/2011

Region	Number of children present				
	Total	of the total number of children present			
		Children with SEN including socially disadvantaged children		Only registered socially disadvantaged children	
		Number	%	Number	%
Moravian–Silesian	1,549	99	6.4	63	4.1
Karlovy Vary	816	41	5.0	32	3.9
Pilsen	1,979	80	4.0	2	0.1
Vysocina	1,353	53	3.9	5	0.4
Hradec Kralove	2,934	104	3.5	40	1.4
Zlin	2,446	85	3.5	0	0.0
Czech Republic total	33,883	848	2.5	355	1.0
South Moravian	3,409	71	2.1	24	0.7
South Bohemian	2,243	48	2.1	10	0.4
Usti	1,829	36	2.0	3	0.2
Central Bohemian	4,926	82	1.7	78	1.6
Olomouc	3,070	52	1.7	54	1.8
Prague	3,776	58	1.5	16	0.4
Pardubice	2,309	26	1.1	11	0.5
Liberec	1,244	13	1.0	17	1.4

Support for and the creation of opportunities for children with SEN was detected in 44.8 % of the kindergartens where classes were observed. As regards this area large kindergartens received better evaluation (44.8 %) than small ones (39.5 %). The pedagogical staff of kindergartens would welcome more opportunities to participate in the further education of teachers focused on the issue of inclusion and on practical instructions in how to work effectively with children who have SEN.

As in previous years, only very few gifted and talented children were diagnosed in kindergartens; there were only eight in 2,704 observed blocks (of whom three were from the Olomouc region). Activities for gifted children are mainly oriented toward sports or options to include a child in different hobby clubs. The problem with the development of gifted children consisted mainly in the unfavourable financial situation. In some kindergartens teachers worked in hobby clubs beyond their ordinary duties and without any possibility to claim remuneration for such work.

Education in kindergartens is carried out predominantly in a **favourable climate**, in an environment open for mutual communication which encourages interest in school instruction (to this end 56.9 % of teaching units were evaluated as substantially positive, 38.1 % were rather positive, 4.2 % displayed risks, and 0.8 % of kindergartens received negative evaluation). According to the evaluation provided by school inspectors the value of the “democratic environment, mutual communication and motivation of children in class teaching” indica-