



Results of Inspection Activities Carried out on the Basis of Complaints, Suggestions and Petitions (under Sec. 174 (4) of the Education Act)

In the 2010/2011 school year the CSI received altogether 41 complaints concerning activities of kindergartens, containing 108 suggestions, of which 32.4 % were justified. The vast majority of reasonable suggestions concerned failure of communication between the school and statutory representatives (parents) of children. On the basis of suggestions filed by school founders representatives of the CSI participated in 167 interviews aimed at the appointment of head teachers.

VII. Conclusions – Strengths and Weaknesses of Pre-school Education

The summarised findings of the CSI inspections conducted in kindergartens in the 2010/2011 school year make it possible to specify the current **strengths** of pre-school education:

- Efforts of teachers to ensure equal access to education in the course of pre-school education were at the required level in 97.6 % of kindergartens.
- There was good knowledge of teachers of FEP PE, since 93 % of teachers acquired information about this document in short-term training courses and thanks to self-learning.
- 88 % of teachers pointed to a gradual improvement in the quality of SEPs and the possibility to influence the educational strategy of their school directly, while 81 % of teachers took up an option to directly participate in the development of SEPs.
- There was a positive effect of the Act on Pedagogical Staff and a high proportion of qualified head teachers (94.9 %); involvement of teachers in the further education of teachers is generally on the rise (up to 82 % of kindergartens).
- The good level of material prerequisites for meeting SEPs is stable. Availability of ICT for teachers has moderately improved. In this area the highest share of schools was in the category of good practice (13 % of kindergartens).
- Effectiveness of support for functional literacy has improved as it was at the required level in 95 % of kindergartens. More teachers strove to include methods of instruction based on experience and cooperation and to balance spontaneous and managed activities in the course of teaching.
- The share of children with postponed compulsory school attendance has decreased (by 0.6 %); kindergartens paid more attention to work with children and their parents in educational stimulation groups, which very positively affected cooperation with families when preparing children for compulsory school attendance.
- Provision of information in schools about the issue of inclusion has increased since the required level of support for children with SEN was secured in 44.8 % of the kindergartens visited.
- Development of cooperation with partners, school advisory centres and mainly with parents appeared to be at a good level; partnership was at a good level in 98 % of kindergartens.