



speech disorders and therefore some parents require the postponement of compulsory school attendance for their children. Children suffering from some types of disorders were correctly identified and supported in most kindergartens; on the other hand, problems with diagnosing exceptionally talented children and socially disadvantaged children still persist. Children in 8 % of schools did not have sufficient access to advisory services. The rate of individual integration has not increased and remained at the level of 6 % of children with SEN.

The objectives of minimal preventive programmes of socio-pathological phenomena are met within pre-school education only in 89.5 % of kindergartens. Occurrence of aggressive behaviour of children was reported only by 10 % of head teachers and 14 % teachers of kindergartens.

Kindergarten teachers identified the increasing number of children in classes and the administrative burden as their largest obstacle. They also identified as missing the provision of guidelines and systemic further education of teachers, followed by the need for more information on how to work with SEPs and the FEP PE. Kindergarten staff also mentioned risks concerning staffing and economic background, predominantly long-term under-financing of schools as they do not have funds for reconstruction and the modernisation of equipment and teaching aids.

Inspectors saw activities supporting health and promoting a healthy life style in 92 % of the classes visited and 39 % of kindergartens demonstrated clear profiling towards support of education to health. Sports and motor activities were at a good level in all the visited kindergartens. Topics about sexual education were included in the activities of 46 % and kindergartens while topics about protecting people in emergency situations were covered in 65 % of kindergartens.

In 91 % of the visited classes activities focusing on environmental topics were observed. Children are most often instructed about the care for the environment; 40 % of the kindergartens actively cooperated with local environment protection centres.

The highest degree of capability of teachers to adapt to the needs for development of child personality was ascertained within pre-school education. Activities with a differentiated and individual approach towards children are at a high level.

Overall results of kindergartens, group as well as individual support for children in kindergartens, were evaluated as satisfactory in 59.5 % of kindergartens and as above standard in 25.6 % of kindergartens. Nonetheless, it is exactly this area where kindergartens display some gaps and the CSI assessed results as unsatisfactory in 15 % of kindergartens.

A.1.3

Support for Development of Basis of Functional Literacy in Pre-School Education

Support for the development of elementary skills in the context of reading literacy was monitored in all the classes visited. Communication concerning the text read by teachers was evaluated positively in 96.7 % of inspection observations. Support for a positive relation to history, arts and culture was recorded by 94 % of observations. ICT resources were effectively used for the education of children in 21 % of the visited classes.

The growth in the number of kindergartens which included foreign language instruction in their provision should be considered as positive. Such activities were observed in 50 % of the schools visited although language education at the pre-school age has not yet been addressed in a systematic way. The curricula encompass mainly the English language (in 95 % of schools which provided foreign language teaching).

These were kindergartens where inspectors identified the best possible practice in terms of a differentiated and individual approach to children. Such an approach was evaluated as satisfactory in 68.2 % kindergartens whilst in 26.6 % of kindergartens it was assessed as above standard.