

This thesis deals with entering the school and child's adaptation at new school Environment. It also describes possible problems during this complex process and possible ways, how to prevent them.

Whole diploma work consists of two parts - theoretical and practical/empirical.

Theoretical part is divided into 4 chapters. The main aim is to integrate the topic the adaptation of child at school environment to the total context. This part wants to signify the importance of this moment, the changes, which it brings, and their influence on next development of child.

The theoretical part begins with characteristic of pre-school age, continues with preschool preparation to the beginning of school attendance. The last chapter devotes to children with special needs and the way, how to work with them and with children in younger school age.

The empirical part deals with school adulthood and readiness. It goes in research of school mature ness and readiness by children in pre-school age and available diagnostic methods, which we can use by this research.

The aim of empirical part is to compare the influence of private and state pre-school educational institutions on level of child's development, especially on the level of school adulthood and readiness of children in pre-school age.

Next target, not primary, is to know the diagnostic methods to find out level of school readiness and mature ness.