

The aim of this master's thesis is to analyse main causes for one year deferral in compulsory school attendance during the three years following after the author's bachelor's thesis and so to widen this thesis, to analyse stimulating programs suitable for development of weaker points of children whose compulsory school attendance was postponed, and to map ways of intervention and stimulation of these children. Set objectives were achieved. Thesis is formed by two main parts – theoretical and practical. The first one describes current common knowledge about school maturity and readiness and their diagnosis as well as analyses individual stimulation programs using professional sources. The latter one is trying to discover reasons for the compulsory school attendance deferral in selected nursery schools in last three years using questionnaires, interviews and pedagogical documentation. The practical part also tried to uncover how the nursery schools work with the children who have one year deferral and discover nursery teachers awareness of apt stimulating programs for these children. The results show not only where preschoolers weakest points are, but also inadequacy of our education system. Based on these results the author proposes concrete steps to streamline preschool education, and suggests needed changes in our schooling system.