

Abstrakt:

The purpose of this study is to analyse the level of maturity of children older than two years in the context of their potential integration in the public preschool education system before they reach the age of three years.

The first chapter discusses the opinion of the EU Council of the preschool education, its ambition to promote the institutional care in line with the equal opportunities for men and women policy, and the situation in EU member states as regards meeting the 2002 Barcelona goals. The second chapter describes the current legislative and institutional framework in the Czech Republic. It focuses on the applicable legislation, namely the Parental Subsidy Act as amended, and the existing framework of the institutional care in question.

The key focus of the third chapter is on children and their needs. The third chapter elaborates on various factors influencing their development such as family situation, age and other individual particularities.

The last chapter of the theoretical part is on maturity of a child younger than three years from the point of view of the developmental psychology.

The practical part surveys children maturity based on the environment examination in kindergartens, crèches and children homes. It encompasses observations of three children from their day one in the kindergarten and it further concentrates on their adaptation. In addition to that it tests the level of development and maturity in the area of social skills, speech and independence of the selected group of children in the selected kindergarten, crèche and their homes.

The conclusion of the study compares analyses observations and examinations results. Last the outcomes are appropriately assessed and possible interpretations suggested.