

**Abstract (in English):**

This master thesis focuses on the children of preschool or younger school age living in recomposed family. The purpose of the thesis is to draw attention to this topic and point out risks that it could influence child development as well as describe this topic within its complexity and social contexts.

The theoretical part presents the institution of family and its evolution over the last decades. Afterwards presents recomposed family by describing what anticipate this phenomenon, types of recomposed family and relationships between its members.

The empirical part applies a qualitative design using semi-structured interviews. The research sample consisted of five experts in child psychology. The research problem could be formulated as a question: *Which parts of the phenomenon of recomposed family could have effect on child development?*

The results of the analyzes of this research describe the topic and its parts remaining important in counselling or therapeutic work with children from these families. These parts are approach towards recomposed family, structure, communication, themes, types of recomposed family, adresssing/calling by name, dissimilarities between adult's and child's perspective, sibship and perceived complications. All of these could more or less influence optimal child development. Answering research questions covers social contexts of this phenomenon perceived by the experts.

**Key words:** recomposed family, family structure, child development, preschool age, younger school age