

ABSTRACT

The dissertation is devoted to the reality of enrolling early children in kindergarten in the Czech Republic. The topic was examined from the perspective of key actors, ie parents and teachers, through research questions: What is the availability of early childhood education in the Czech Republic? What are the reasons for families to place early children in the kindergarten? What are the benefits of an early child attending kindergarten from the point of view of individual actors? What are the ways of communication and cooperation with the family from the point of view of individual actors?

A questionnaire survey was used for data collection, in which took part 1 030 parents and 1 118 teachers from all over the Czech Republic. For a deeper understanding, the survey was supplemented by focus groups of parents and teachers. The obtained data were analyzed using open coding, constant comparison and simple descriptive statistics.

The availability of education for early children is a burning issue in the Czech Republic. The issue of accessibility affects the view of its quality, at the same time it intersects into a wide range of identified reasons of families. For the most part, the survey showed that parents and teachers attach importance to approaching children, meeting the needs of children and families. As in the area of communication and cooperation between the kindergarten and the family, the actors sometimes agree on the benefits of early childhood attendance, and sometimes differ significantly in their views.