



The first 1000 days.

A digital scrapbook

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What is the first 1000 days?

According to Grobain (n.d). The first 1000 days is the stage of conception until the age of two years of a child's life, it is suggested to be a time of expeditious development. 1,000 days(2019) explain how science has shown how this period of a child's life is the most crucial for brain development and fast physical growth and can also be considered a time when good nutrition is needed most.

Likhar and Pakl(2022),. Suggest that Each day of the journey within these crucial days will influence a child in how they develop, learn and grow from the moment their conceived and several factors within these days will influence the child's life.

Why are the first 1000 days so important?

The first 1000 days are an important stage, 1000 days(2019) explain that relationships, nutrition ,environments and early development in the first 1000 days will shape the child's future. According to 1000 days(2019) brain development begins before birth and the nutrition a baby gets from their mother during pregnancy is essential meaning that key nutrients during this time right through the 1000 days will strengthen the child's cognitive and emotional development as well as impair learning abilities and behavior.

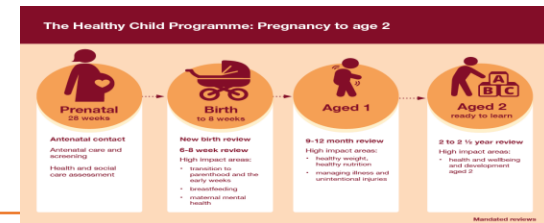
Raising children network,(2018). Suggest that nurturing and loving relationships will positively affect all areas of the child's development. Being gentle, warm, loving and responsive helps the baby or child communicate behaviors and emotions and potentially help shape the child's life.

NHS inform(,n.d). state that bonding with a child before birth will help the child feel safe and secure, help develop and tune their hearing ready for talking and will get the baby use to their parents or family members voices, helpmegrownm.org (n,d.) explain that talking to your baby will also promote social and emotional development, and even before the baby starts to talk, he/she will communicate via facial expressions, body language and crying.

A child's environment in the first 1000 days should be a loving home environment this again will make the child feel safe, loved and secure however, stress ,trauma, violence or poverty could be influential factors that could have negative long term affects .

The first 1000 days is a critical stage and according to teach early years (n,d.) is when the building blocks of the brain and body are developed and formed. If children are failed it can be said to affect their life, however, if a child's first 1000 days are positive it will have a great impact on their future.

Caregiving



Exceptional care In their first 1,000 days can be seen that a baby/child will need: healthy food ,loving relationships ,safety and security, time to play and a healthy environment — including in the womb.

According to unicef.org(2023) every child has the right to the best start in life, this may potentially help build a healthy pathway for the child and their development and learning, however a poor start in life including poverty, disabilities and exclusions could lead to lifetime problems or struggles.

Australia(2023) state that a child getting good Nutrition in the first 1000 days of their life is important for a child's health, a pregnant mother needs a good diet and lifestyle to give their child the best start. Good health before and during pregnancy is vital. Pre-conceptual care includes taking the relevant vitamins, minerals and folic acid that help a child develop in the womb. All nutrients are important for brain development and overall growth. According to UNICEF (2017),.Breastfeeding, , is of critical importance. As it protects a baby from several illnesses and has all the key nutrients for a beneficial start in life.

Secure and loving relationships are equally important within the first 1000 days of a child's life, Australia(2023.) suggest that it is through relationships a baby learns how to think, understand and communicate .Loving and positive relationships between the child and their parents/caregivers will positively affect how they see the world around them. reading, singing and playing with a baby are ways in which connections and bonds can be made.

According to the research media(2000 n,d.) share how Emmi Pikler's aim to giving respectful care was to create secure attachments and that all activities and care should be done with cooperation of the child ,Pikler states that the child should be invited to carry out certain aspects of care and nothing should be done without the consent of a child even a small baby, nappy changing , feeds and nap times Pikler suggests should be carried out calmly with the adult fully engaged this will maintain calm environment and help the child feel content and happy.

Professional partnerships.

According to the research Lee,(2023). Suggests that a childcare practitioner has many roles they play to give children exceptional care, Caring for a child's physical and personal needs including diaper changing ,feeding, administering first aid and supporting nap times are some of these. Care in early years provisions should ensure the care of children is a priority alongside the child's development and wellbeing.

Birth to 5 matters (n ,d.) suggest that the care in which a childcare practitioner gives include building loving and nurturing relationships showing kindness and respect. Nonverbal communications with children come first , so practitioners and the child's caregiver need to pay special attention to a child's expressions, interactions and ensure they are sensitive to each child's individual needs. According to birth to 5 matters(n ,d).,this will give the child a sense of belonging and feel valued and heard, Teach (2012) express that the role of the practitioner within the setting needs to consider how they speak to a child ,using a soft and a gentle tone will help ease the child and shows a sense of professional love. Bonds made between a practitioner and a child are essential, cherry(2023) expresses the findings of John Bowlby's attachment theory, Bowlby's theory suggests that early bonds may have an ongoing influence on attachments during and throughout a child's life ,the research shows that caregivers who are responsive to a child's needs can potentially create a sense of security and give them the confidence to explore the world and their surroundings.

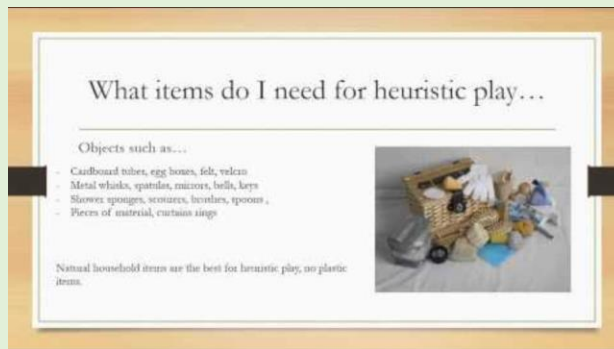
Childcare providers should offer enabling environments, early years matter (2022) express that the environment should support and then furthermore extend a child's learning and play opportunities this will help a child feel safe, comfortable and secure ,and allow them to freely explore their environment. An enabling environment allows the opportunities for 'child lead play', this supports the research of M. Montessori(1989), according to Anastasia(2016) Montessori states that allowing a child to explore and play in their own way gives the child the freedom to feel confident within their environment , this will help develop concentration skills and give various opportunities for the child to make their own decisions , Aswell as allowing an element of risk taking .

According to nursery world(2017) Dr Emmi Pikler(1902-1984) developed an approach to children under 3 years of age , her findings were that a setting or parents do not need expensive Resources, but a way rather of developing and learning new ways to design an environment that encourages a child to develop without adult interference, and practitioners should support a child's freedom whilst a carer/early years practitioner witness what naturally happens without telling a child what they should do. This approach supports Montessori's theory of child a child lead approach.

Practitioners must ensure they are inclusive in their practice pacey(2018) states that early year's providers must do their very best to ensure a child is treated as an individual ensuring one pays attention to a child's individual needs and interests. Each child is unique, and this must be considered when creating an enabling environment. According to Thomas (2022) we can determine that practitioners should acknowledge that children learn at different paces and have varied and individual abilities. Creating an environment that every child feels welcome both physically and emotionally is important.

Multiagency working within settings ensure the child is at the center of partnerships between settings and parents. The NSPCC(2019) suggests that all children and their families should have full access to services this will ensure that every family feels supported in every area of their child's life, this could be health, developmental issues, and ensure each child is protected from harm and safe.

Treasure baskets



Source (YouTube 2015)
video 1.

The treasure basket was first discovered by Elinor Goldschmied, the idea is a collection of natural materials. According to Hughes (n ,d). Treasure baskets are beneficial to young babies with the thought that babies can explore the baskets within their reach in their own way and pace.

According to the research sense(n ,d). We can determine that treasure baskets should include various materials and shapes and objects that offer various sounds, this will help develop all of child's senses. It is also important that treasure baskets are adapted and offered at various levels to ensure it suits each child.

As stated, by Kennard(2023,). A treasure basket offers a range of Multi-sensory play. Treasure baskets will help develop a range of a babies' senses including; touch ,taste, sight and sound. A baby's whole self is involved in the process of exploring a treasure basket. Treasure baskets support development as a child grows, they will lead to a second phase of exploration and discovery and support heuristic play and holistic development

Allana Gallo (2021) shares how Jean Piaget's play theory suggests that from birth to 2 years is the stage in which Piaget called the sensorimotor stage, during this stage Piaget's founding's were that children will learn through their senses and it is important to ensure their play is enriched with textures and sounds, and items the child can interact with ,for instance if the treasure baskets was to include a bell the child could shake the bell which will encourage using their hearing or if the basket including a piece of material the child will be using their touch sense.

Messy play.

(Image 1 and 2 playmatters.org n.d).



Messy play can be seen to enhance children's senses and the environment around them, play matters(n, d). Express that messy play will help develop a child's taste, smell, sight, sound and touch however, messy play also support a child's internal senses including movements, balance and position.

Duffy (2007)shares that messy play can play a big part in contributing to babies a young children's cognitive and creative skills messy play also allows a child to be free in their play which supports 'child lead play' Duffy (2007) also expresses how messy play is important as children do not have to focus on making or producing something and a child can manipulate and shape the 'mess' as they please .It can be seen to have a lot of enjoyment and fun for the child.

Frobel trust (2020) suggest that Friedrich Frobel's theory of play expresses how children will construct their own ideas of the world around them with direct experiences., Frobel believed that through these direct experiences is when a child will express themselves.

Messy play can be outdoor play, according to Frobel trust (n,d). children can get creative and messy outside, Frobel believed that being outside will help children develop an understanding of the natural world and experience the ever-changing seasons. It allows children to feel free and gives a child the opportunity to experiment with science, outside play is supported in the new curriculum.

Loose parts play.
according to anon(2021)

Loose Parts play is open-ended play that is commonly found and extremely popular in schools and nurseries following the Reggio Emilia approach to learning. The creative nature of the play lends itself to the Reggio curriculum which places importance on children having creative freedom.

Daly and Belogloasky (2015) share the benefits loose part play has within children, loose parts can be changed within different types of play using the child's imagination, loose parts are mobile and can be carried from one activity to another and the possibilities with loose parts can be seen endless.

Loose parts also allow children to think critically and allow the child to be curious, exploring a variety of materials and shapes. Loose parts can also be seen to promote a child's use of hand movements as they can be manipulative and controlled as well as the use of the child's hand and eye coordination According to Caldwell,(2016). Loose parts do not have to be purchased and in fact the beauty is that the items for loose play can simply be found around the house and the natural world around us.

The Reggio Emilio approach as suggested by team,(2023). Is a hands-on learning approach which should be seen to offer children real life experiences, flexibility and problem solving, all in which loose parts play support,.

This type of play can also be linked to Montessori's approach to play, Montessori(2023) shares that Montessori's vision was that children play and explore real life experiences, encouraging the child to use their imagination. Montessori encouraged play to include items that include self-educating tools that a child can use to solve problems and that involved practical application.



(Video 2Source YouTube n,d).



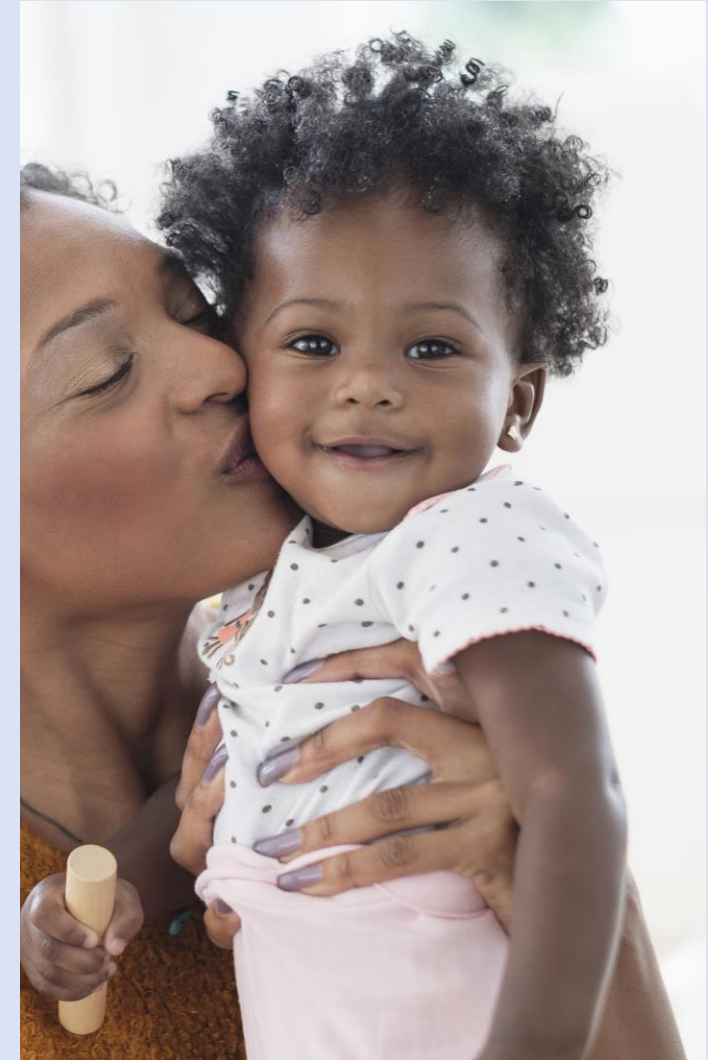
There are several challenges childcare educators will come across, according to the department of education (2023) for children aged 0-2 there must be a staff member to every three children within a setting however sometimes staffing problems can put a strain on ratios, resulting in childcare settings occasionally relying on agency staff or not being able to take the full capacity of children if not staffed efficiently.

The NSPCC(2021) share their statistics in the effects covid 19 had on young children and their families, the evidence showed that there was less support for children and their families and professionals were not seeing vulnerable children as regularly as they would of before the pandemic. It also meant that families may not have been getting the advice and support they needed, and more importantly levels of child protection referrals according to the research dropped. The added pressure on mental and physical health and people relationships may have put families under heightened pressures. According to the MD (2022) after several research they found that babies born during the pandemic scored lower in gross motor and social and emotional development meaning that these families may need early interventions and more support. Early years practitioners can put in the relevant referrals and offer support to try and help with these challenges.

Childcare settings often set routines for the day they can be sometimes beneficial for the child according to Kimberley(2015) they can help a child feel secure and know what's happening throughout the day and what is happening next-this could be regarding mealtimes/nappy changes etc., however not all children will want to follow these routines and we must appreciate that every child is unique and the individual routine for each child may differ. Benardos family space (n,d). Express that using positive language with the child is important, being clear to what you are asking. Allowing the child to make choices will help the child feel heard and valued. Benardos family space also state that sympathizing with the child in a way which shows you know it may not be something they like doing can be beneficial as this will make them feel understood. Childcare settings must ensure they adapt their setting to suit each child's needs and follow their home routine to ensure the child's routine is consistent.

Early years settings have a role in supporting children with disabilities and should have all the relevant and suitable arrangements in place. Gov.uk(n, d). Express that providers should make the adjustments needed so support children from an early age. Early support set out in the EYFS framework shares that activities should be adaptive, and providers should be willing to remove certain barriers for a child to reach their full potential, early years providers should follow guidance from their local authority and work with supporting agencies to get the best outcome for the child.

Challenges.



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