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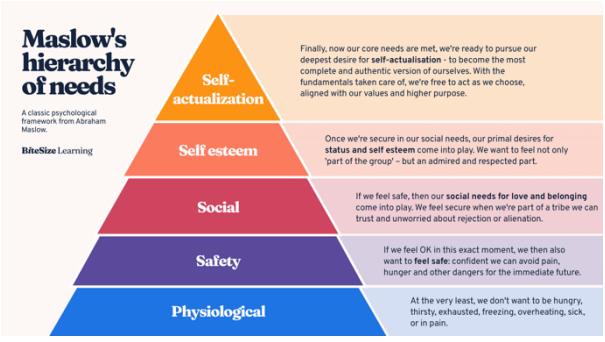
Physical/psychological needs

These needs include oxygen, food, water. This is the lowest level of the individual's needs. These needs need to be met to ensure that individuals can progress up the pyramid (Smith 2012). These basic needs also include clothing and shelter. It is important to provide children with these basics needs to develop further up the pyramid. Good nutrition is important for children within their growth and development. It is important that children get enough nutrients within their diet. It is important that there is a balance between protein, fat, carbohydrates, vitamins and minerals. The children can have this by having a variety of meals (Public Health Agency, 2018). National education union states that if a child is hungry, they are unable to concentrate within the classroom. All schools within Wales provide free school meals for children. This is benefits individual children as it will help the children focus within the classroom. Some children miss out on meals at home due to insufficient funds and having free school meals will benefit the children within the classroom as having food will help them concentrate. Free school meals ensure that children receive a hot meal every day (freeschoolmealsforall.org.uk, n.d.).

Maslow's hierarchy of needs



(Bitesize Learning, 2024)

Safety and security needs

The second level of the hierarchy is safety and security needs. These needs begin to become more complex. Basic security and safety needs include health and wellness, financial security (Cherry 2024). Routines are an important aspect of a child's life to feel safe and secure within an environment. A routine will benefit a child's development in many different aspects. It will benefit their physical health and their emotional wellbeing. Children understand everyday events from a young age, they also begin to learn what is expected of them as the environment becomes predictable with a routine. With a repetitive routine children will develop essential life skills, self-care, hygiene. Children will gain independence and confidence within routines. A routine can support a child's cognitive and social skills, by being repetitive it can help a child's understanding of time and sequencing. It can also support a child's body clock by supporting well-balanced nutrition and mealtimes, naps and sleep times, play and wind down time. Routines will also create strong bonds with other children, family members and key workers. Repetition also encourages the development of a child's fine motor skills. A visual timetable of the daily routine will help a child of a young age to understand what happens at what part of the day (eyworks Limited, 2024).

Love and belonging

Within this level of Maslow's hierarchy it includes love, belonging and acceptance. When children have reached this level, they will need emotional relationships and human behaviour. By having friendships, family relationships, social and community groups will allow a child to achieve this level of the hierarchy. By feeling loved and accepted it will avoid individuals to feel anxious, lonely and depressed (Cherry, 2024)

The way a child feels about themselves and how confident they have come from the way adults respond to them. If a child has a loving and affectionate relationship with an adult it will help them to feel safe and that they have a belonging. A child can't be spoiled with too much love therefore it will benefit the child to receive cuddles, being cared for and finding the time to take an interest in their play (GOV.WALES, n.d.). if a child does not receive the love and care from their main care giver, they will not develop the close bond. If a child and the care giver don't create this bond, they may develop an attachment disorder, and they will not progress up the hierarchy pyramid (Dr Jacqueline Payne, 2019).

Esteem needs

The fourth level of Maslow's hierarchy is esteem. This is a need for appreciation and respect. The child will begin to develop this once they have reached the lower three levels. It is important that children feel valued and that they are contributing to the world. Participating in play and activities will encourage a child's self-esteem within a setting (Cherry, 2024). A practitioner can encourage a child's self-esteem by praising them on things that they have achieved and things that they are able to achieve. Once a practitioner has identified what a child is able to do, they are able to encourage a child to develop this skill further. It's important that practitioners demonstrate what they want the children to do as this will help them more than verbal directions. A child's self-esteem can be encouraged by allowing kids to help. This can be done within a setting by allowing the child to be helper of the day. This will encourage their self-esteem because they will feel like they are doing something helpful within the setting. This will encourage the children to help others and be kind (Lochrie, 2023).

Self-actualization needs

Self-actualization is the peak of Maslow's hierarchy. A child will need to achieve all the lower levels of the hierarchy before they are able to reach the peak. If a child is self-actualizing, they are aware, concerned and interested in achieving their full potential (Cherry, 2024).

Self-actualisation is about a child exploring their interests and develop their abilities. Within a setting a practitioner can provide opportunities to be creative and provide opportunities for imaginative play and art. By showing an interest in the child/children's interests a practitioner can create activities around their interests and encouraging them to try something new within their interests. Within a setting it is important to create holistic learning opportunities. This can be done by offering a range of activities that are linked to different learning styles. These can involve indoor and outdoor activities (Care Learning, 2024).

Each child will self-actualize in different ways due to learning and developing in different ways. Each child has different interests therefore this will make the way they self-actualize different to others. Maslow believed that few people would become fully self-actualized due to the lower 4 levels can be difficult to achieve. Maslow believed that the individuals that successfully self-actualized all shared certain characteristics (Vinney, 2018).

Explore the concept of holistic child development with links to Maslow's model.

The child's holistic development focuses on the children's social, emotional, physical, and mental wellbeing within a comfortable and safe environment. Holistic child development is about developing a child as a whole and not just some areas. Every child develops and learns in different ways and by looking at each child own development and learning practitioners can identify areas of their learning and development that needs additional support. It is important to create a safe environment to ensure that the environment is full of positivity (Miller, 2023).

The idea of the whole child comes from Fredrick Froebel. He believed that children create their understanding of the world by having direct contact with it. Froebel believes that it is important that practitioners understand the importance of observing children and offering them freedom and give them guidance and considering their environment and the play opportunities. He believes that it is important that practitioners put an emphasis on what a child can do rather than what they can't do. By doing this practitioner will help build on a child's self-esteem and confidence. A child will benefit from having space to construct and build but they also benefit from having interaction from practitioners within play (Early Education, 2021b).

There are 5 aspects of holistic development. These aspects are physical development, social and emotional development, intellectual development, and spiritual wellbeing.

A child's physical development is the development of the child's body and brain, this includes the child's muscle control and coordination. A child's physical development is a range of different milestones, these include sitting up, rolling, crawling, standing, and walking. All children will meet these milestones at different times within their development as each child develops at a different speed. Children's gross and fine motor skills develop within infancy and toddlerhood. Gross motor skills are the large muscles movements while the fine motor skills are the smaller and more precise muscles within the body (Virtual Lab School, 2019). Physiological needs are the first aspect that needs to be met within Maslow's hierarchy. This needs to be met and developed to progress up the pyramid. A child's physiological needs include physical health and development. To meet the

milestones, it is important a child receive healthy balanced meals and snacks throughout the day. According to Maslow it Is important that children gave a good sleep routine to match their developmental stage. It is important that practitioners create an environment to ensure that a child's basic needs are met (Care Learning, 2024).

Emotional development is when children have close, secure attachments with their carer. Having positive relationships will support a child's wellbeing and their development. If a adult responds to a child sensitively and consistent in order to meet the child's needs they will feel safe and secure within the environment (Early Education, 2021a). According to Maslow's theory it is important for a child to have a safe environment for a child to have effective learning within the setting. Safety includes physical and emotional security within the environments (Capes, 2024).

Risk taking is an important factor within a child's development. Within a setting it is important to promote risk taking and providing opportunities for a child to take risks. Many children like to adventure and challenge in a different way to others. By allowing risk taking it encourages children to reach out of their boundaries and try new things. Children enjoy challenge and some children need challenge to enhance their development. Risk taking within an environment is linked to a child's emotional well-being and development. This can be a positive aspect in a child's future if they have a negative failure. They will be able to build on this and become better (Thomson, 2014).

Role play is when children take on different roles or play different characters within a game. They will sometimes mimic real life experiences or imaginary experiences. Role play is a fun experience for children, and it allows children to come out of their shell. Imagination is an important part of a child's development. Imagination can link to role play the children can turn their environment into a princess castle, pirate ship or doctor and nurses. Children enjoy dressing up in costumes and becoming the character, they have dressed up as. Costume play is a good way to develop a child's imagination during play. Role play will have a benefit on a child's language development. Children will develop their vocabulary, grammar and story storytelling skills. Children will learn and develop how to express their thoughts, ideas and emotions. Children will be able to express these in a creative

and imaginative way. Role play will help children in reducing their shyness and improve their social skills within a new setting. Role play can give children a safe place to express themselves and come out of their shell with other children within the setting. Role play will encourage children to cooperate, share and turn taking. this will allow children to learn new things and develop their skills further. Children can develop empathy for others and build stronger connections with others in the setting. This will benefit the children when they get older as they have a basic knowledge and understanding of these concepts (Lewis, 2023).

There are many things that have an impact on children's holistic development. A child's physical, emotional development will have an impact on a child's development and will help progress their development for the future. Role play and risk taking have a major impact on a child's development as they encourage children to learn and develop new skills and progress further on the skills they have already.

Maslow's significance in understanding child development

There are many different factors that have an impact on a child's development within a childcare setting. Settling into a new setting, outdoor experiences and play will have an impact on a child's development and these three have a link to Maslow's hierarchy.

Settling in

Settling in is an important factor that needs to be considered when a child is beginning in a new setting. It is a scary thing for a child to begin a setting and leave their parents who is their main attachment. One way to support a child through this is by offering a viewing for the parents and child to come and see the setting. This will allow the parents to meet the staff and view the setting. This will give the child the opportunity to explore the setting while in the company of the parents, this will also allow the child to meet the staff in the setting. This will be a way that is less intimidating when the child attends the settling in sessions without the parents. By offering settling in sessions this is an opportunity for the child to explore the setting further and create bonds with the practitioners in the setting. By offering short settling in sessions before the child beginning date it will allow the child to get used to what will be happening when they begin. Some children take longer to create bonds with staff. It is important to keep in touch with the parents on the first couple of days, this will allow the parents to feel at ease by receiving messages and pictures of what the child is doing throughout the day (Childcare.co.uk, n.d.).

Within a setting a child will be allocated a key person. This will be the person that the child has created the best bond with. When a child has created a bond with their key person this will allow the child to feel more secure within the setting and allow them to play and develop. A key person can get to know the child better by ensuring they have read their about me form where the parents have written all the important things that they will need to know. For example, the child's sleep routine, their likes and dislikes. By knowing these it will provide security and safety for the child while they are in the setting (www.annafreud.org, n.d.). Creating attachments is an important factor for a child. This is on the lower levels of Maslow's hierarchy.

Outdoor experiences

Outdoor play has many different impacts to a child's development. It will encourage physical activity, reduce stress and anxiety, supporting emotional and social development and discovering the natural environment. By encouraging children to run, jump and climb will allow a child to develop their physical development, it will also encourage the child to take risks within the outdoors. The outdoors can develop a child's stability, bone density and muscle development. Within the outdoors environment the child will gain more physical development as they are able to run ad climb (Early Years Alliance, 2022). Within the Welsh Government curriculum for funded non maintained setting it states that the outdoor environment provides children with opportunities to develop a place within their surroundings, it also allows the child to develop an awareness of themselves in the surroundings. Within the outdoors children can use natural and open-ended resources. This will enhance the child's imaginative, creativity and curiosity development (Welsh Government, 2022). Forest. Schools is an outdoor scheme that some settings follow to encourage outdoor play and development within their setting. Within forest schools it encourages children to take risks that they would not normally make. This will allow children to expand on what they can do and build on their self-esteem (Forest School Association, 2021). Physical development is the lowest point of Maslow's hierarchy, this is an important factor for a child to achieve as it is the lower level of the hierarchy.

Play

Play has an important factor on a child's development. A child will develop their main skills through play during young childhood. Play is something fun for a child, but they are learning new skills and developing on the ones they have. Through play a child will develop cognitively, creativity, emotional growth, language skills, physical development and social skills. Within a setting practitioners will set out play opportunities for the children to enhance certain areas of their development while free play is also an important type of play for a child to experience as this will allow them to enhance their imagination (University of Bolton, 2023). Article 31 of UNCRC states that each child has the right to leisure, play and culture. It is important that settings understand and ensure that the UNCRC articles are understood and followed within the setting UNICEF, 2024). The Welsh Government curriculum for

non-maintained settings state that play supports all areas of a child's development, and it has a major impact on a child's self-worth, confidence and independence. It is important that practitioners value play and that they are aware of when they should join in and take a step back and observe the form of play (Welsh Government, 2022). Vygotsky believed that all children and adults are creative, and children can inspire adults with their creativity through play. Children can show their creativity through play from a early age (Nilsson and Ferholt, 2014). Play is linked to Maslow's hierarchy in many ways it links to a child's social development which is the third level of the pyramid. If a child has met their physiological needs, they are more likely to play.

These areas have many different impacts on a child's development and links to Maslow's Hierarchy. Children need to achieve areas of their development to progress up the Hierarchy. By progressing up the Hierarchy children are meeting their full potential. Play, outdoor experiences and settling in have an impact on children reaching the top of the hierarchy as they are developing on key skills. They are creating bonds, socialising, being safe, having stability. All these factors are important to reaching the top of the pyramid and children can achieve these through settling in a new setting, outdoor experiences and through play.

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Appendix

I have not used any AI systems.