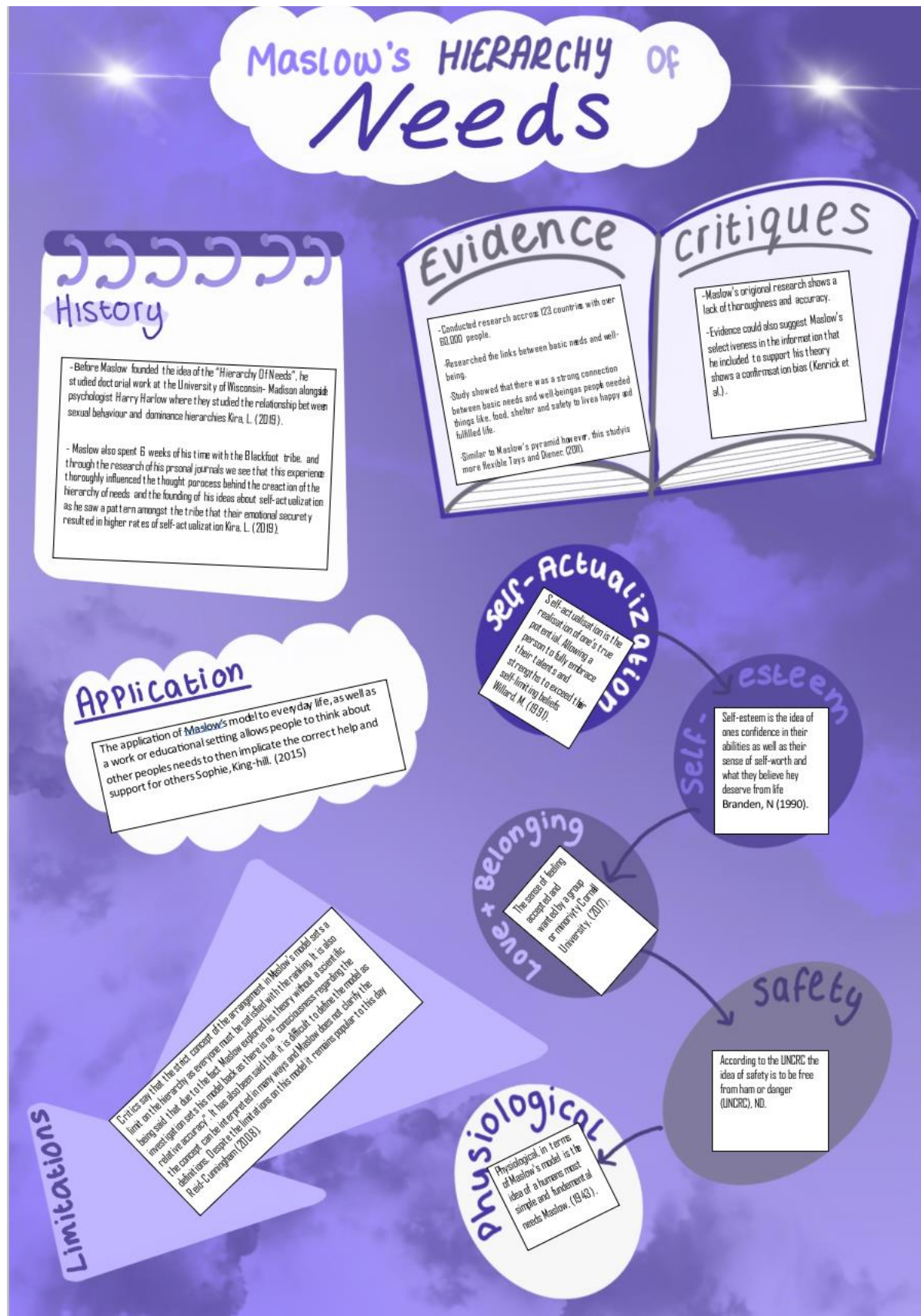


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I can confirm that I have not used AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

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Maslow's hierarchy of needs encourages early years practitioners to focus closely and consistently on the individual needs of each child. By recognising that every child develops at a different pace and has unique requirements, practitioners are able to shape activities, routines and educational experiences to match each child's holistic developmental needs. When a child receives support that aligns with their physical, emotional, social and cognitive needs they are far more likely to progress confidently towards achieving their full potential. This directly connects with Maslow's concept of self-actualisation as the practitioners guidance enables the child to better understand their abilities, strength and personal goals. As a result the child becomes increasingly capable of continuing to develop holistic and striving for their highest level of personal growth (Gould, 2024).

Furthermore ensure that every child has their nutritional needs met and such as child mind and services and nurseries is essential. Food planning and meal preparation should be based not only on what is nutritionally beneficial but also the individual child's preferences. A child cannot gain the nutritional benefits of a meal if they are unwilling or unhappy to eat what is provided. Understanding each child's likes and dislikes allows practitioners to offer meals that the child is comfortable with, making sure they receive the correct nutrients and maintain healthy eating habits. This personalised approach supports their physical development and the lines with Maslow's basic psychological needs (Gould, 2024).

Encouragement in the early years is also extremely important, as praise and reward can significantly strengthen a child's confidence and self-esteem (Gould, 2024). Simple tests, such as verbal praise or the reward of a sticker, may seem small to adult adults but can make a substantial difference to a child's motivation. Positive reinforcement helps children build resilience and teaches them that challenges can be overcome. When children receive praise, they are more likely to try again after difficulties because they value the acknowledgement that they received from the adults around them (Heartfordshie, n.d).

It is equally vital for practitioners to fully understand the child's behavioural perspectives and cognitive development. Children will rely heavily on the adult adults in their environment to provide safety and security, and this is supported by the UNCRC article 19, which highlights every child's right to protection from psychological and physical harm. Insurance safety forms the foundation for healthy holistic development, as children cannot focus on learning or social relationships if they do not feel secure (Gould, 2024). Research for support this: a study involving a sample of 390 disadvantaged children from 40 schools, we need to measure through parental surveys, demonstrated a strong positive correlation between deficiency needs and gross needs. This shows that unless a child's most basic needs – such as food, shelter,

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and safety – are met, they cannot progress towards higher level development or reach therefore potential (Noltemeyer et al.).

Proper preparation before Antoine early years education is also essential. Without access to toys, books, or opportunities to learn through play, children may enter educational settings at the disadvantage. Play allows children to express themselves freely and develop important skills such as emotional regulation and independence. Friends stance, if a child falls outdoors or scrapes their knee, the opportunity to get back up and regulate their emotions independently can support resilience. However, when parents are guarded too much control over a child's play experiences, the child may become overly dependent on an adult in a variety of situations, which can hinder their resilience in self regulation (Mundy, 2017).

Children also need to feel a strong sense of comfort and belonging with an educational environment. As children come from the verse family backgrounds and experiences, some may face the challenges at home such as neglect or abyss. These children may struggle to thrive in an educational site unless they experience love, belonging, and emotional safety. Maslow highlights that the need for love and belonging is essential to a child's overall well-being, a child who feels valued, safe, and worthy of happiness and education is far more likely to develop a ballistically compared to one who feels unsafe or unwelcome within the environment (Gould, 2024)

In conclusion, Maslow theory reinforces the belief that children must be supported in a well-rounded, nurturing, and understanding environment in order to grow and flourish. Holistic development the Maslow's hierarchy of needs are closer connected, as both emphasised the importance of meeting each child's developmental needs so they can overcome limitations and barriers created by their circumstances or upbringing. By prioritising the whole child – physically, emotionally, socially, and cognitively – practitioners enable children to reach their full potential and move confidently towards self actualisation.

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### Example 1

During the school day, we ensure that children are given the opportunity to have a nutritious snack towards the end of the afternoon, which supports both their physical wellbeing and their ability to stay focused. At snack time, the children are offered a choice between toast or fruit, alongside a carton of whole milk or water. Because the school follows a healthy-eating ethos, the toast provided is made using brown bread, which offers higher nutritional value than white bread. This approach ensures that children receive a balanced option that supports their growth and energy levels.

To further include children who may be more particular about what they eat—or who may have specific sensory or dietary needs—we allow them to bring in their own snack from home, provided that it meets the school's healthy-eating expectations and offers appropriate nutritional value. This prevents children from feeling excluded or distressed by food options they may not like or be able to eat, ensuring that every child is supported in having their physiological needs met.

We are also mindful of children who have allergies, such as nut allergies or dairy intolerance. To protect these children, we enforce strict routines and hygiene practices. For example, each child is given a milk carton with a lid, and they are responsible for taking the lid on and off themselves between sips. This prevents accidental spills and cross-contamination while also strengthening children's fine motor skills. If a child does spill something, they are encouraged to clean it up independently, helping to reinforce responsibility and ownership of their environment.

All staff members involved in snack preparation hold up-to-date food hygiene training, and the school has detailed policies and procedures in place to ensure food is stored, handled, and served safely. This promotes positive hygiene throughout the classroom and helps set expectations for healthy habits.

This daily routine strongly links to Maslow's hierarchy of needs. By giving children reliable access to food, hydration, and routine, we help fulfil their most basic physiological needs. For children who may not always have consistent access to food at home, snack time is particularly important. Meeting these essential needs creates a foundation upon which children can begin to focus on higher-level development such as social interaction, emotional regulation, and learning.

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### Example 2

To provide a safe, nurturing, and predictable environment, the classroom follows a structured daily routine. Routine plays an essential role in early childhood development, as it provides children with consistency, boundaries, and a sense of security. When children understand what to expect throughout the day, they feel more confident and settled, which supports their emotional wellbeing and readiness to learn.

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In terms of physical safety, all classroom doors leading in and out are fitted with security systems that can only be accessed using staff passes. This ensures that no child can leave or enter without adult supervision, which is crucial for maintaining safeguarding standards. Children quickly learn that these boundaries are in place to keep them safe, contributing to their understanding of rules and expectations within the school environment.

While we encourage all children to follow the general routine, we also recognise that not every child is able to do so consistently. For instance, Child A in the class has additional learning needs and finds it difficult to sit still during carpet time. Instead of forcing him to remain in an environment that he finds overwhelming or distressing, he is given the option to spend time in the sensory room. This space offers calming stimulation that allows him to regulate his emotions more effectively, supporting his individual developmental needs.

Any adjustments to routine like this are always communicated clearly with parents and carers. Care plans are developed collaboratively to ensure that the strategies we put in place are appropriate and supportive. This tailored approach helps each child reach their full potential by meeting their needs at a developmental level rather than expecting them to conform to structures that may not be suitable for them.

This approach also reflects Maslow's hierarchy of needs, particularly the need for safety and belonging. By maintaining consistent daily routines while still adapting to the individual needs of children, we create an environment where every child can feel secure, understood, and valued.

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### Example 3

Across both the classroom and outdoor learning areas, numerous opportunities for risky play are provided. These include a mud kitchen, a climbing frame, and a construction corner equipped with real tools such as hammers and screws. Risky play is a crucial part of holistic development, as it helps children build resilience, problem-solving skills, and physical competence. By engaging in activities that challenge them, children learn through trial and error, discovering the consequences of their actions and developing new strategies for success.

For example, when using tools in the construction area, children may initially use equipment incorrectly, leading to minor accidents or mistakes. These natural consequences encourage them to adjust their behaviour and learn how to use equipment safely and effectively. Similarly, when playing on the climbing frame, children learn to judge height, balance, and spatial awareness.

To ensure safety, a staff member supervises each of these areas at all times throughout the school day. While children are encouraged to explore independently, staff remain present to intervene when necessary and ensure that risks are manageable rather than

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harmful. This balance between freedom and protection enables children to learn without becoming dependent on adults to manage every step of their play.

Risky play also promotes teamwork and relationship-building. Children who are more confident or more advanced in certain areas often help those who are less sure or less experienced. This peer support strengthens social bonds and encourages empathy, cooperation, and communication—key aspects of holistic development.

The school firmly believes that every child should be given equal opportunities to explore their environment, regardless of their individual needs or struggles. By offering diverse play experiences and monitoring them carefully, we ensure that children can develop independence, resilience, and self-confidence within a safe and supportive setting.