

The First **1000** days

The foundations of the brain's architecture are constructed over the first 1000 days. Every second during the first year of a baby's life about a million new neural connections are made, prior to the development of early language and cognitive skills, sensory pathways for the fundamental functions of hearing and vision are formed. Evidence suggests that this is the brain's most advanced stage.

Click to see [Brain development data graph pg17](#).

There are key times for systems and organs to mature during the first 1000 days of life when development plasticity is at its peak, it's also a delicate time for the brain and central nervous system because of how profoundly experience affects brain development, during this time and how it firmly influences neural networks, this is known as neuroplasticity (The first thousand days, 2017).

Synaptic pruning allows environmental events to become ingrained. A baby's brain has millions of neurons but only a small number of synapses. However, while the baby goes through the process of rapid learning there is an initial increase in synaptic connections between brain neurons (The first thousand days, 2017).



Exceptional care



As an early years practitioner you will be a part of the caring profession. This encourages showing love, care, and concern for young children as well as engaging in nurturing behaviours. Maslow (1970) believed that before a young child could learn a set of needs needed to be addressed (Abbott, 2020) [Maslow Hierarchy of needs](#).

Practitioners will carefully consider the care they provide and what is in the child's best interests. Respectful care comprises psychological, social, and physical connections. To hold, touch, and handle babies delicately and with respect, practitioners need to be conscious of their own face expressions and body motions. As a result to this the baby will feel recognised, understood, and valued (Birthto5matters).

Building healthy, resilient, and academically capable children requires focusing on the early year's life of the child. An explosion of learning, growth, and development in every area of a baby's development occurs during the first 1000 days. As research advances and practitioners gain more knowledge about what babies require for health and holistic development in their first years, policy makers are now paying greater attention to years new born to three (Department for education 2002).

To support the baby's holistic development every area of learning, development and growth are required to be intertwined. New Zealand early childhood curriculum Te-Whariki highlights, it is a complex spider web of crisscrossing strands of development that reinforce and support one another to become a strong resilience whole. Along with New Zealand, Germany and Denmark also have the same comprehensive viewpoint and goal of providing great education and care (Burton, 2015).

The birth to three matters framework aids and directs professionals who work with young children under the age of three. The framework states that it values and celebrates young children, recognises that all children from birth need to develop learning through interactions with others and exploration of the world around them, acknowledges their uniqueness, recognises the holistic nature of development and learning, and acknowledges, values, and supports adults who work with infants and young children. Click link [Birth to three matters framework](#).

When working with young children, Scotland places a strong emphasis on three clearly interrelated fundamental aspects of effective practise:

- Relationships
- Responsive care
- Respect (Nutbrown, 2011)

During care routines babies are encouraged to become an active participant. Care routines for babies will involve nappy time, feeding time and personal hygiene. By giving the baby attention during the time they spend together will create opportunities for engagement, co operation, intimacy, and mutual satisfaction (Birthto5matters, n.d.).

When the baby is about 6 months old weaning begins along with their regular milk formula the baby will be exposed to a variety of foods (NHS, n.d). Practitioners will make sure the child is in a comfortable environment during mealtimes and weaning with high chairs, tables, and seats, as well as appropriate child ratio monitoring. This will help the baby feel included with others and provide food to allow them to feed themselves. During mealtimes practitioners will frequently compliment and encourage the young children to feed themselves. Offering meal times same time every day is a great way to help the babies understand routines and enables the baby to develop a healthy eating

pattern that will help them control their appetite (Early start group, 2021). Practitioners need to ensure correct ration 1 adult:3 babies during meal times for the safety of the baby whilst eating and choking hazards (National Minimum Standards for Regulated Childcare for children up to the age of 12 years, 2016).

Depending on the environment practitioners could encounter some difficulties during care routines. When babies are wearing nappies and receiving meals the setting must make sure that funds from the budget are allocated to satisfy the babies demands. For child safety and the needs of the baby a 2:1 adult to child ratio is necessary while changing nappies on small babies and 1:3 ratio during mealtimes. As a result of having insufficient employees settings frequently face this difficulty (National Minimum Standards for Regulated Childcare for children up to the age of 12 years, 2016). Most challenges for early years settings included funding rates below the price of providing funded spaces (71%), increases in staffing expenses (63%), challenges with hiring (25%) workers, and supporting staff wellness (50%). Latest data [Challenges for early years setting are tackling](#) (Media 2000, 1998).

Activities





Having the capacity to recognise and understand the information that babies get from their senses is known as sensory perception. The basis of all general learning is sensory information (Lillie 2017).

Within the first 1000 days a baby has a good sense of hearing but is unable to determine the direction from which the sound is coming. The hand-to-mouth process also starts during this time as does the ability to follow an object with the eyes, focus on an object from a distance, and follow an object up and down. The baby also begins to react to sound and distinguish between different family members (Lillie 2017).

It is important to be patient and give the baby ample time to respond when talking and gurgling with them from around the age of six months. Action songs are excellent at this stage since you're letting the baby join in on the fun (Lillie 2017). Action songs video.



Play is essential for a baby's learning, development, self-confidence, and overall wellbeing. The variety of play is important since it promotes growth in all areas for babies. From a developmental perspective Piaget states that as babies are motivated more by their performance than their outcome, they engage in play from the very first months of life (Piaget 1980), however Vygotsky argued that children's play and development cannot be separated from the social context in which

they take place. As a result he emphasised the significant contribution that adults make to children's play experiences (Vygotsky, 19878). Through play babies can gain confidence, feel loved, joyful, and safe, understanding the world around them, acquiring language, communication, and social skills, acquiring physical abilities, and learning to take care of others and the environment (Australian Government, 2022).

Babies need to spend time on their tummies to encourage movement and rolling as well as to build control and strength in their muscles. Tummy time is a great way for babies to stimulate the senses (Infantino, 2022). [Click link - Why tummy time is important for babies](#)



1 - Sharing stories to young children helps them develop their imagination, linguistic skills, and social skills. Reading can include singing, reading aloud and looking at pictures (Nedovic, 2018).



Messy Play provides opportunities for babies through a fun tactile and sensory experience that stimulates their curiosity, lets them explore their surroundings, and improves their learning, language, and creativity. Babies learn through trial and discovery and messy play enables babies to explore new textures and manipulate various things with their hands (Early year resource, 2018).





2 - (Source: Baby brain, 2015)

Using Loose Parts to Spark Inquiry

Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. Loose parts can be used alone or combined with other materials. There is no set of specific directions for materials that are considered loose parts.

The child is the direction.



Skills are developed across the curriculum through loose parts play. It fosters independence and feeling of self because it is child-led. It encourages young children to pay attention, ask questions, build and break things down, and interact with people and their environment. One of the most economical early learning strategies is loose parts, it fosters imagination, emotional growth, linguistic development, gross and fine motor skills, risk-taking, problem-solving, and concern-management abilities (Williams, n.d).

Due to modern technology reduced family time for young children, a lack of outdoor play areas, and the frequently microscopic management of young children's time, practitioners encounter numerous obstacles when introducing loose components (William, n.d).

According to Froebel (1782) development depends on the environment, he express how we need to "open up learning opportunities" for young children. It should be full of organic, open-ended loose bits that children can explore and learn new skills from encouraging adults to then use to their own self-directed play (Sapphire nursery, n.d).

The curiosity approach is a contemporary approach to early childhood education supported by active learning and critical thinking. It is described as "a lovely recipe book of the lessons of all the great early years pioneers, including Maria Montessori, Reggio Emilia, Rudolf Steiner, and Emmi Pikler." (The curiosity approach, 2017).

Instead of emphasising technology the strategy emphasises the wonder that may be found right this second, all around us.

The values of The Curiosity Approach and those outlined in The Early Years Foundation Stage (EYFS) Framework 2021 have many things in common, according to the Framework children learn and grow effectively in supportive environments with instruction and care from professionals who take into account their particular interests and requirements.

The Early Years Foundation Stage (EYFS) Framework 2021 currently emphasises the child-led method of evaluation. Practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be compelled to substantiate this by gathering of physical evidence when determining whether a particular child is at the expected level of development.

Cursory approach was inspired from Te Whariki, the early childhood curriculum of New Zealand. It advocates the benefit of creating a personalised and safe environment for children, where respect and diversity are valued. When children feel loved and secure they are much more likely to excel (The curiosity approach, 2017).

Enabling Environments



Babies may think and learn using learning schemas. Goldschmichel (1989) states when provided safe, interesting, and encouraging experiences, new-borns learn about the world around them through their senses and developing physical skills (Nutbrown, 2011).

Authentic learning opportunities for babies should emphasise both indoor and outdoor settings. Babies start to build a feeling of belonging and an appreciation for the world around them through exploration of their surroundings, in the local community, and beyond (Welsh Government, 2021).

As practitioners we are aware of how important outdoor play is for young children's development physically, socially, emotionally, and intellectually. Outdoor activities are most successful when practitioners, parents, and the community work together. According to research parents' perspectives on children's experiences have a big impact on how confident and self-aware young children become (Welsh Government, 2009).

Environments need to emphasise communication and promote newly acquired communication skills, giving babies and infants access to a variety of materials to aid in vocabulary development and concept development. The environment should offer risk taking while encouraging young children to grow in self-reliance, confidence, and resilience. Practitioners create an engaging, accessible, and challenging environment for babies (Brodie, 2018a).

The Early Years Foundation Stage in England has four statutory themes with "enabling environment" being one of them (DfE, 2017). This means that the environment must foster the physical, emotive, and cognitive growth of children (Brodie, 2018a).

Babies require enabling adults who recognise the worth and importance of the outdoors in order to fully utilise its potential (Welsh Government, 2021). [Enabling environments](#)

As parents and practitioners we are aware of how babies have a natural urge to investigate their environment through their senses. Babies like discovering new tastes, sensations, and objects. By doing this babies' brains learn to distinguish between different feelings from objects (Wild kind play school, 2020).

According to Piaget theory children's cognitive development is influenced by environmental experiences and stimuli. Piaget play theory emphasises that sensory experiences help children's brains develop and form neurological networks (McLeod, 2022). Froebel principles and practice today points out how every child is different and the foundation of a child's learning is what they can do rather than what they cannot. According to Froebel young children learn best in environments

that are interesting and prepared and allow them to explore and draw on their own experiences (Froebel Trust, n.d).

Professional relationships



In the first 1,000 days relationships are key to helping babies and infants to develop resilience. In these early childhood development phases the outcomes are better when the baby has more close ties or the more one-on-one time (Nib, 2029).

Interactions that serve and reciprocate are important for babies. Babies seek out connection with those around them right away since they are born desiring and expecting it. For all facets of their holistic development children should frequently receive sensitive and caring responses from the people in their environment (Wright, 2020).

How long and how well caregivers can hold uninterrupted, relationally responsive rallies with babies is a significant challenge of serve and return. Caregivers may find it stressful, difficult, and tiring to serve and then return (Wright, 2020).

Babies are dependent on their caregivers and their development is greatly influenced by the love bond they have with their parents (early years healthy development review 2021). Through daily activities and routinely observing their caregiver's reactions, children develop attachments to the adults who are taking care of them (Careforkids, n.d). Bowlby believed that the first connections babies have with their caregivers have a profound effect that endures throughout life (Cherry, 2022b).

Our responsibility as professionals is to nurture, support, and cherish babies while acknowledging that each child is unique and comes to us with distinct needs and experiences. Professional love must be ingrained in the ethos and culture of the setting indicating a dedication to addressing the emotional needs of children. We need to understand the challenge of giving and receiving love as well as whether professionals are emotionally capable of engaging in professionally loving activities. Professionals require space and time to decompress (Juls, 2020).

Professional relationship needs reciprocity, it entails an interchange of love, care, support, and emotional connections from the practitioner and professionals working with babies and infants. Reciprocity consists of a readiness to fulfil each others needs, be transparency and honesty in communication (Cherry, 2022). When the baby realises they can depend on their caregiver to take care of their needs they will feel secure, safe and gives them the confidence to explore the world (Raising Children Network, n.d). According to the Bronfrenner (1977) ecological systems theory a child's growth should be positively impacted by their parents and caregivers getting along and having a good relationship as opposed to negatively affected if they do not (Guy-Evans, 2020).

International approaches



Forest school is driven by practical tasks connected to the New curriculum and EYFS that are intended to accelerate children's development despite the fact that forest school provides a fantastic opportunity for play and exploration. Young children lead the forest school activities and practitioners are only present to encourage and mentor them, not to determine what they learn. Children have the ability to really grow in terms of imagination and originality when completing activities. Healthy lifestyles can be encouraged via forest school sessions (Earlyyearscares, 2015).



According to the Reggio Emilia method the environment should be welcoming, authentically beautiful, culturally representative of the community, embrace nature, and be made of materials that have a purpose. The design of the environment encourages interaction, dialogue, teamwork, and play-based exploration (Environment as third teacher, n.d).

The Montessori method of education places a strong emphasis on self-direction and personal preference. The educational philosophy is cognizant of children's intrinsic desire to learn and their capacity to do so in an appropriate environment. It creates an environment that is full of harmony, order, and cleanliness (Ruhl, 2021). Similarities and differences between Reggio and Montessori in clip.



The new curriculum for Wales aims to encourage a responsive, dynamic, and relationship-based child-centered pedagogy. Although the fundamentals of effective pedagogy are included into every aspect of the curriculum, it is important that the learning environment consistently promotes play and play-based learning, being outside, real and purposeful learning, and physical literacy (Kinderly, 2022).

The Reggio Emilia approach is reflected in the philosophy of the Forest School. Young children are viewed as capable, inquisitive individuals. Like the Reggio Emilia method, forest school recognises that young children need time to immerse themselves in their play in order to develop creativity (Reggio Emilia, 2017).

The Te Whāriki emphasises how children are imaginative and intellectual, capable of exploring and learning for themselves, and with the intention and the right to generate meaning in a variety of ways (education, 2017).

The young child is the centre of attention throughout their development, and this is emphasised in many of the international approaches.

Importance of being inclusive



Early years settings provide opportunities to shape the lives of young children and their families in a multicultural and inclusive environment where young children can grow and reach their full potential (Story, 2021).

Settings build its ethos, policies, procedures, and practises to include all young children with the objective of satisfying each one's unique needs in order to ensure inclusive practise (Story, 2021).

Giving inclusion a broader definition helps us consider how some children and families might be excluded as well as how our attitudes, policies, and every day practises might unintentionally prevent some individuals from fully participating or make them feel excluded (Nursery World, n.d).

The early years has been well-established for many years and the equality act of 2010 provides equal opportunities. Through inclusive practises, we make sure to hold each child to high standards and to

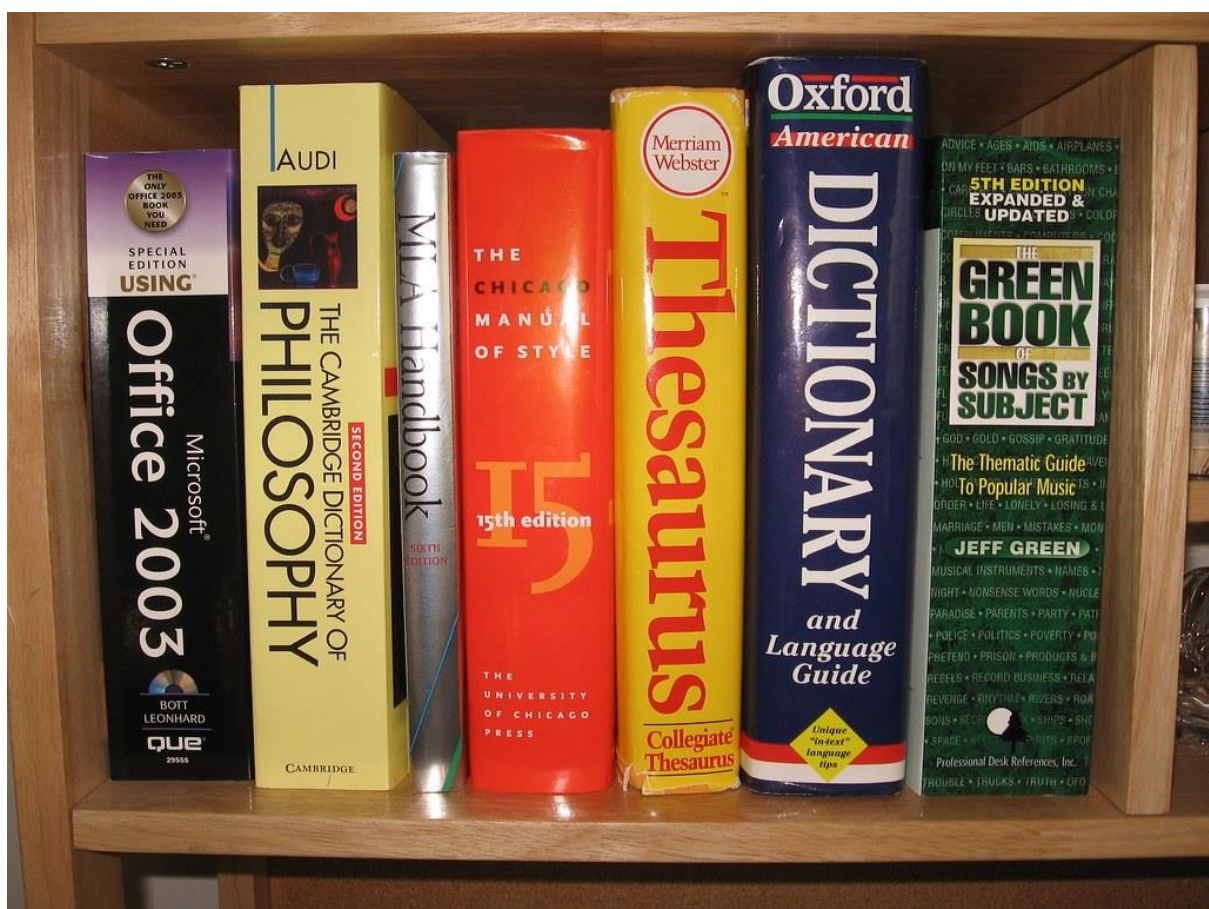
take into account their unique needs. An equal opportunity policy in the EYFS becomes a statutory requirement as of November 2022. We must nevertheless adhere to the standards of the 2010 Equality Act even though a policy is no longer required by law (Nursery World, n.d).

The effectiveness of inclusive environments in addressing individual needs is still being monitored by Ofsted. In order to determine how well settings support all young children in making progress, particularly those whose needs more specialised intervention. Ofsted will examine how practitioners display high expectations, enthused, engaged, and motivated young children Ofsted, 2014 (Nursery World, n.d).

The most vulnerable young children and families in underprivileged neighbourhoods receive vital help from early years settings. This was evidenced by Sylva et al research on Effective Provision for Pre-School Education (EPPE) in 2004. More information in the link [EPPE research](#) (Early Years Alliance, 2015).

Being open-minded inclusion challenges include negativity, conscious and unconscious bias, and stereotyping. This needs to be actively addressed in early years settings. Early childhood settings must be competent, committed, and confident in their capacity to be inclusive and equal (Early Years Alliance, 2015).

Reference list



First 1000 days

2200562

ECEY4005/C

3271

- Abbot, G. (2020) *Maslow's Hierarchy of Needs*. How Young Children Learn. Available at: <http://howyoungchildrenlearn.com/educational-foundations/maslows-hierarchy-of-needs/> (Accessed 13 December. 2022).
- Anon, (n.d.) *Care – Birth To 5 Matters*. Available at: <http://birthto5matters.org.uk/care/> (Accessed 9 December. 2022).
- Australian Government. (2022) *Why play is important*. Raising Children Network. Available at: <http://raisingchildren.net.au/guides/first-1000-days/play/why-play-is-important/> (Accessed 6 December 2022).
- Baby-brain.co.uk. (2014) *Treasure Baskets and Heuristic Play | Baby Brain*. Available at: <http://baby-brain.co.uk/treasure-baskets-and-heuristic-play/> (Accessed 6 December 2022).
- Birthto5matters. (n.d.) *Care – Birth To 5 Matters*. Available at: <http://birthto5matters.org.uk/care/> (Accessed 11 December 2022).
- Brodie, K. (2018a) *The Holistic Care and Development of Children from Birth to Three*. Routledge.
- Brodie, K. (2018b) *The holistic care and development of children from birth to three : an essential guide for students and practitioners*. Abingdon, Oxon: New York: Routledge.
- Careforkids.com.au. (2019) *The Froebel Approach - CareforKids.com.au*. Available at: [/http://www.careforkids.com.au/child-care-articles/article/157/the-froebel-approach](http://www.careforkids.com.au/child-care-articles/article/157/the-froebel-approach) (Accessed 13 December 2022).
- ChaseDesign.com (n.d.) *When to Start Sensory Play with Your Baby: A Helpful Guide*. Infantino. Available at: <http://infantino.com/blogs/the-baby-monitor/when-to-start-sensory-play-with-your-baby-a-helpful-guide/> (Accessed 9 December 2022).
- Cherry, K. (2022a) *The Five Levels of Maslow's Hierarchy of Needs*. Available at: [/http://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760](http://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760) (Accessed 13 December 2022).
- Cherry, K. (2022b) *What is Attachment Theory?*. Available at: <http://www.verywellmind.com/what-is-attachment-theory-2795337/> (Accessed 27 December 2022).
- Claire (2021) *Reggio Emilia and Forest School, a match made in heaven @Wildlings!*. Available at: <http://www.wildlings.sg/post/reggio-emilia-and-forest-school-a-match-made-in-heaven-wildlings/> (Accessed 9 December 2022).
- Department Of Education and Skills (2005) *Birth to three matters: a framework to support children in their earliest years*. London: Department for Education And Skills.
- Early Start Group. (2021) *Snack Time in Your Early Years Setting*. Available at: <http://www.earlystartgroup.com/nutrition-services/early-years-settings/snack-time-in-your-early-years-setting/> (Accessed 9 December 2022).
- Early Years Alliance. (2015) *Equality and inclusive practice*. Available at: <http://www.evalliance.org.uk/equality-and-inclusive-practice> (Accessed 27 December 2022).
- Earlyyearscareers.com. (2015) *Why Forest school can help children's development*. Available at: <http://www.earlyyearscareers.com/eyc/early-years-practice/why-forest-school-can-help-childrens-development/> (Accessed 27 December 2022).

Educa. (2017) *Te Whariki, Early Childhood Education Curriculum - New Zealand*. Available at: <http://www.geteduca.com/frameworks/te-whariki-ece-curriculum-new-zealand/> (Accessed 9 December 2022).

Government, H. (2021a) *The Best Start for Life A Vision for the 1,001 Critical Days The Early Years Healthy Development Review Report*. Available at: http://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973085/Early_Years_Report.pdf/ (Accessed 9 December 2022).

Government, W. (2009) *Foundation Phase Outdoor Learning Handbook*. Available at: <http://hwb.gov.wales/storage/fcb8539c-9be7-4883-8542-35d7b54b56f2/foundation-phase-outdoor-learning-handbook.pdf/> (Accessed 9 December 2022).

Government, W. (2021b) *Enabling Pathways. The period of learning leading to Progression Step 1*.

Guy-Evans, O. (2020) *Bronfenbrenner's Ecological Systems Theory*. Available at: <http://www.simplypsychology.org/Bronfenbrenner.html/> (Accessed 13 December 2022).

Wildkindplayschool.com. (2020) *Sensory play is crucial for development Wild*. Available at: <http://wildkindplayschool.com/2020/04/10/sensory-play-is-crucial-for-development/#:~:text=As%20caregivers%2C%20we%20recognise%20that%20sensory%20play%20is/> (Accessed 6 December 2022).

Infantino (2022) *When to start sensory play with your baby: a helpful guide. The Baby Monitor*. Available at: <http://infantino.com/blogs/the-baby-monitor/when-to-start-sensory-play-with-your-baby-a-helpful-guide/> (Accessed 6 December 2022).

Juls (2020) *Early Years Professional Love*. Available at: <http://www.eymatters.co.uk/early-years-professional-love/#:~:text=Why%20is%20professional%20love%20important%20in%20Early%20Years%3F/> (Accessed 13 December 2022).

Kinderly. (2022) *Early Years new curriculum for Wales 2022 guidance*. Available at: <http://kinderly.co.uk/2022/06/07/a-new-curriculum-for-wales-2022-all-you-need-to-know/> (Accessed 9 December 2022).

Lillie, J. (2017) *Sensory development - the first 1000 days*. Available at: <http://www.nubabi.com/articles/sensory-development-the-first-1000-days/> (Accessed 6 December 2022).

McLeod, S. (2022) *Jean Piaget's Theory of Cognitive Development*. Simply Psychology. Available at: <https://www.simplypsychology.org/piaget.html/> (Accessed 12 Jan. 2023).

Media (2000), M. (n.d.). *Child development – Why the first 1,000 days of children's lives matter most / A Unique Child*. Available at: <http://www.teachearlyyears.com/a-unique-child/view/child-development-why-the-first-1000-days-of-childrens-lives-matter-most/> (Accessed 6 December 2022).

Media (2000), M. (1998) *Early years sector challenges / Early Years Management*. Available at: <http://www.teachearlyyears.com/nursery-management/view/early-years-sector-challenges/> (Accessed 11 December 2022).

National Minimum Standards for Regulated Childcare for children up to the age of 12 years. (2016). Available at: <http://gov.wales/sites/default/files/publications/2022-06/national-minimum-standards-for-regulated-childcare.pdf/> (Accessed 9 December 2022).

- Nedovic, S. (2018) *Reading and storytelling with babies and children*. Available at: <http://raisingchildren.net.au/babies/play-learning/literacy-reading-stories/reading-storytelling/> (Accessed 6 December 2022).
- NHS (n.d.). *Weaning*. Available at: <http://www.nhs.uk/start4life/weaning/> (Accessed 9 December 2022).
- Nursery World. (n.d.) *EYFS Best Practice: All about Inclusion*. Available at: <http://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-inclusion/> (Accessed 27 December 2022).
- Nutbrown, C. (2011) *Key concepts in early childhood education and care*. Los Angeles: Sage.
- Raising Children Network. (n.d.) *Positive relationships for parents and children: how to build them*. Available at: <http://raisingchildren.net.au/guides/first-1000-days/loving-relationships/parent-child-relationships/> (Accessed 27 December 2022).
- Reggio Emilia. (n.d.) *Environment as a Third Teacher*. Available at: <http://reggioemilia2015.weebly.com/environment-as-a-third-teacher.html#:~:text=In%20the%20Reggio%20Emilia%20approach%20the%20environment%20is/> (Accessed 8 December 2022).
- Reggio Emilia. (n.d.) *Te Whaariki*. Available at: <http://reggioemiliaapproach.weebly.com/te-whaariki.html/> (Accessed 9 December 2022).
- ResearchGate. (2017). *The First Thousand Days: An Evidence Paper*. Available at: http://www.researchgate.net/publications/320057527_The_First_Daya_An_Evidence_Paper/ (Accessed 8 December 2022).
- Ruhl, C. (2021) Montessori Method of Education | Simply Psychology. *Montessori Method of Education*. Available at: <http://www.simplypsychology.org/montessori-method-of-education.html#:~:text=Montessori%20Method%20of%20Education%201%20The%20Montessori%20method/> (Accessed 8 December 2022).
- Story, N. (2021) *Inclusion, Equality and Diversity in the EYFS*. Available at: <http://nurserystory.co.uk/resource-centre/inclusion-equality-and-diversity-in-the-eyfs/#:~:text=At%20Nursery%20Story%2C%20we%20know%20that%20diversity%2C%20inclusion%2C/> (Accessed 27 December 2022).
- Storypark Blog. (2018) *RIE - Respectful care with infants*. Available at: <http://blog.storypark.com/2018/02/respectful-care-with-infants/> (Accessed 9 December 2022).
- Thecuriosityapproach.com (2017) *What is the curiosity approach*. Available at: <http://www.thecuriosityapproach.com/blog/what-is-the-curiosity-approach/> (Accessed 9 December 2022).
- Tovey, H. (n.d) *Froebel's principles and practice today*. Available at <https://www.frobel.org.uk/uploads/documents/FT-Froebels-principles-and-practice-today.pdf/> (Accessed 14 January, 2023).
- Williams, M. (n.d.) *14 Benefits Of Loose Parts Play With Examples*. Available at: <http://earlyimpactlearning.com/14-benefits-of-loose-parts-play-with-examples/> (Accessed 9 December 2022).

Wright, T. (2020) *An introduction to serve and return in early childhood education*. Available at: <http://theeducationhub.org.nz/an-introduction-to-serve-and-return-in-early-childhood-education/> (Accessed 27 December 2022).

www.babies.co.uk. (n.d.) *Feed Themselves* | *Babies.co.uk*. Available at: <http://www.babies.co.uk/development-behaviour/a/feed-themselves/> (Accessed 9 December 2022).

www.careforkids.com.au. (n.d.) *Attachment theory in early education and care*. Available at: <http://www.careforkids.com.au/child-care-articles/article/943/attachment-theory-in-early-education-and-care/> (Accessed 27 December 2022).

www.earlyyearsresources.co.uk. (2018) *Messy Play for Physical Development*. Available at: <http://www.earlyyearsresources.co.uk/blog/2018/06/messy-play-physical-benefits/#:~:text=Messy%20play%20helps%20young%20children%20develop%20their%20early/> (Accessed 7 December 2022).

www.nib.co.nz. (2022) *Nathan Wallis – Why the first 1,000 days are most important for your child's development*. Available at: <http://www.nib.co.nz/free-resources/article/nathan-wallis-why-the-first-1-000-days-are-most-important-for-your-childs/> (Accessed 13 December 2022).

www.sapphiresnursery.com. (n.d.) *Our Froebel Approach - Sapphires Nursery School*. Available at: <http://www.sapphiresnursery.com/curriculum/our-froebel-approach-/#:~:text=Froebel%20believed%20the%20environment%20was%20vital%20to%20development./> (Accessed 9 December 2022).

www.unicef.org. (n.d.) *Sharing the South Africa story*. Available at: <http://www.unicef.org/southafrica/reports/sharing-south-africa-story/> (Accessed 6 December 2022).