



LLJ's Childminding (2018)

2306796

Word Count:



LLJ's Childminding (2018)



Roseville Childcare (2024)

ECEY4005

Exceptional
Care



Roseville Childcare (2024)



Baby Foodie (2021)



Stacey Garska Rodriguez (2019)

What is the first 1000 days and what is the importance?

The first 1000 days is the period of a child's life from their conception to the age of 2 years. This period is critical for the child's development and can be affected by many factors.

The health and nutrition of the mother is of vital significance. UNICEF has a well established programme to tackle poor maternal nutrition, which can cause health problems for the mother, such as pre-eclampsia, haemorrhage, or even death, and lead to infants having a low birth weight, health problems, and developmental delay. UNICEF estimates that more than 20 million babies are born annually, with a low birth weight. The Scientific Advisory Committee on Nutrition (2011) discusses the affects of nutrients on an infant's future risk of chronic diseases as an adult, and the Committee recommendations include improving the nutritional status of mothers by addressing dietary and lifestyle factors in their infancy and adolescence, and to promote exclusive breastfeeding for the first 6 months of an infant's life. The 1000 Days organisation was established in 2010, with the intention of improving the nutrition of the most vulnerable mothers and infants, and recognises that this is a time of "tremendous potential and enormous vulnerability" (1000 Days n.d.)

During the first 1000 days, an infants brain develops rapidly. Early brain development can not only be affected by nutrition, but also by stimulation and making connections. Most of the estimated 86 billion neurons in an adult brain, are formed in the womb. (Herculano-Houzel, 2009) Early brain development is stimulated through interactions with caregivers, and forming a strong attachment and feeling secure , enables early brain development to take place. A stimulating environment will also stimulate neuron formation, as an infant makes connections . Babies learn through their senses, linking movement and learning. This is called kinesthesia.

The health and nutrition of the mother are not the only factors affecting early development . The health of the infant is also a factor to consider. If the infant is affected by short term illness, a life long illness or a Special Educational Need or Disability, this will impact on their development, as well as potentially impact on their attachment with their parents if they require prolonged hospital stays or if their parent has difficulty accepting or meeting their needs. Another factor is the physical and mental health of the parent(s) or siblings, which may affect the families ability to meet the needs of the infant. The lifestyle of the family and their environment are other potential factors that could affect an infants development. Passive smoking may affect the infants' health, as could poor living conditions, or a lack of space. Access to the outdoors, or even limited opportunities for movement may affect an infants development. ACE'S (Adverse Childhood Experiences) such as experiencing abuse or witnessing domestic violence will negatively impact development. Community or cultural factors may influence how a child develops. Outdated ideas and practices, such as corporal punishment, will adversely affect development. Having an extended family or close community may provide support for parents.

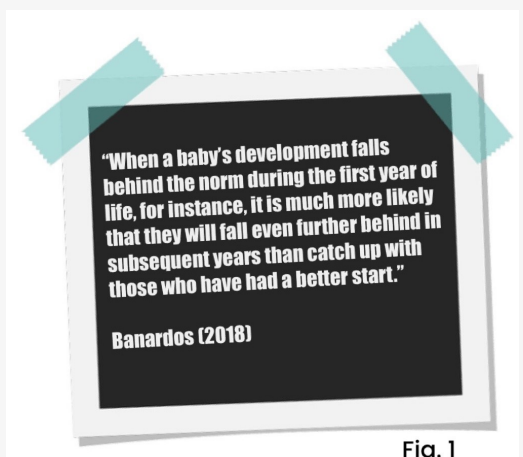


Fig. 1



Baby Brain Facts

Babies:

- hear at around 24 weeks of pregnancy,
- recognise familiar voice at birth, and
- prefer faces to other shapes.



We are hardwired for relationships!

In the first years of life, more than 1 million new connections are formed every second in a baby's growing brain.

The way babies' brains develop is shaped by their interactions with others.

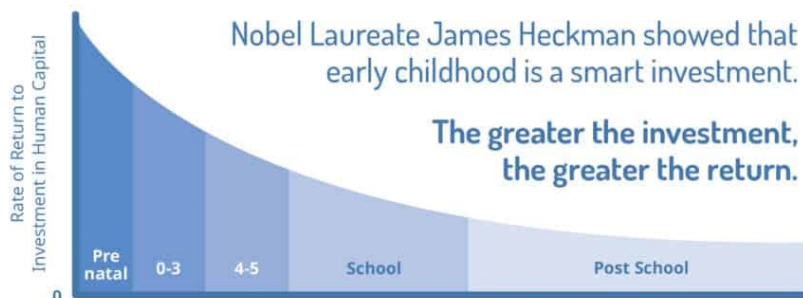


A range of research shows that **the way parents interact** with their babies **predicts children's later development.**



Family income and education is strongly related to children's development. Babies in higher income families are more likely to have frequent caregiver-child conversations. By age 3, babies with university educated parents have been found to have vocabularies 2-3 times larger than those whose parents had not completed school.

Children's development in the early years sets them on a positive trajectory, although what happens next also matters. Children's development at just 22 months has been shown to predict their qualifications at 26 years.



8,300 babies under one in England currently live in households where domestic violence, alcohol or drug dependency and severe mental illness are ALL present.

Rigorous long term studies found a range of returns between £4 and £9 for every pound invested in early intervention for low income families.



When parents experience problems in the first 1001 days it can have long term impacts on their children.

One study showed that children whose mothers were stressed in pregnancy were twice as likely to have mental health problems as teenagers.



Adults who reported four or more adverse childhood experiences had 4- to 12-fold increase in **alcoholism, drug abuse, depression, and suicide attempts** compared to those who experienced none.

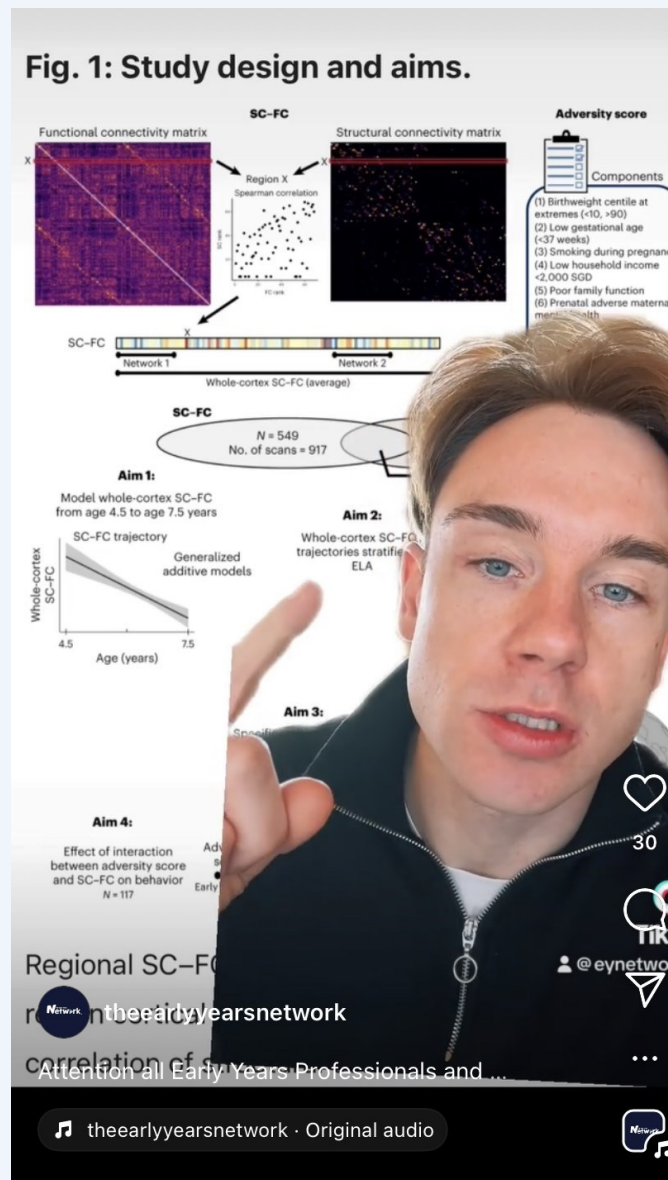


**Tackling adversity + supporting early relationships
→ healthier brains + better futures**

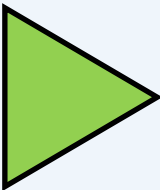


References and further information can be found on <https://parentinfantfoundation.org.uk/1001-days/campaigning-resources/>

New research demonstrates that early childhood adversity can actually quicken the pace of brain development, which has an adverse affect on brain development, affecting long term cognitive and emotional development.



The Early Years Network (2024)

 https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.instagram.com%2Ffreel%2FC2K0dk2Moo_%2F%3Ffigsh%3DN3lxdTNsczB1Zm55&data=05%7C02%7C%7C1b2d29898e5a4cbd84ad08dc178ae44c%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411132491406802%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=CGoZZ%2FSi%2BX5dwRohNUTzjvHvp%2FDjzircvufMiJoUBoc%3D&reserved=0

Pikler (1902-1984)

Emmi Pikler compared children of different socioeconomic backgrounds, noting that children from lower income families were less likely to have accidents. Pikler concluded that more affluent families had over protected their children, causing them to be less able to effectively manage risks. Pikler also observed that babies were often placed in positions that they were not naturally ready for, such as being held to stand or propped up to sit. Pikler viewed this practice as being detrimental and believed that infants have an innate ability to master motor skills, that can be supported through allowing free and independent movement in a safe environment.

Pikler advocated adopting a respectful approach to caring for infants, where the needs of a infant as an individual person were responded to sensitively. Pikler believed that caregivers should take every opportunity, including during nappy changing and feeding, to bond and build trust with an infant.

The Pikler approach follows 7 key principles:

- Respect
- Slow down
- Build trust
- 'with' and not 'to'
- Undivided attention
- Free movements
- Uninterrupted playtime

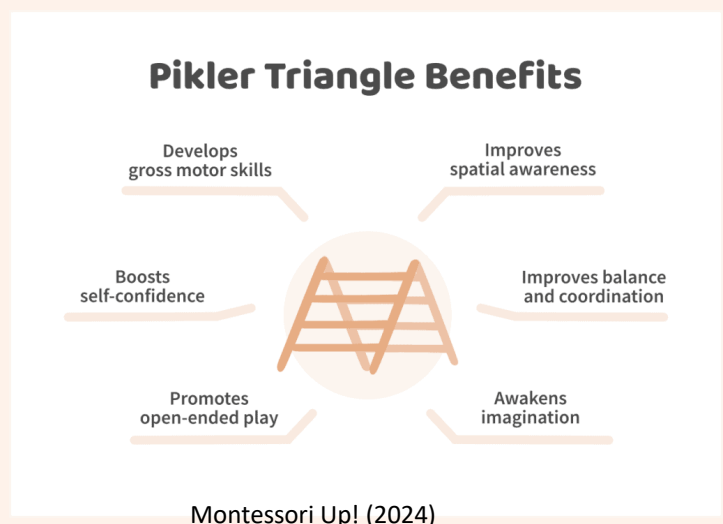


Fig.2



Sunshine Teachers Training (n.d.)

Exceptional Care

Exceptional care should be available to every child. All children are unique and have individual needs and interests, and this should be acknowledged in the care that is provided.

“All children deserve the care and support they need to have the best start in life” (Department for Education, 2023, p.7). The Early Years foundation stage statutory framework goes on to state that every child must have a key person, who they can form a secure relationship or attachment with, and ensure that their individual needs are met .

According to the Sutton Trust (2023) there are clear benefits of time in early years provision for disadvantaged children , if the provision is of a high quality. It is therefore essential that practitioners are aware how to provide the very best possible care.

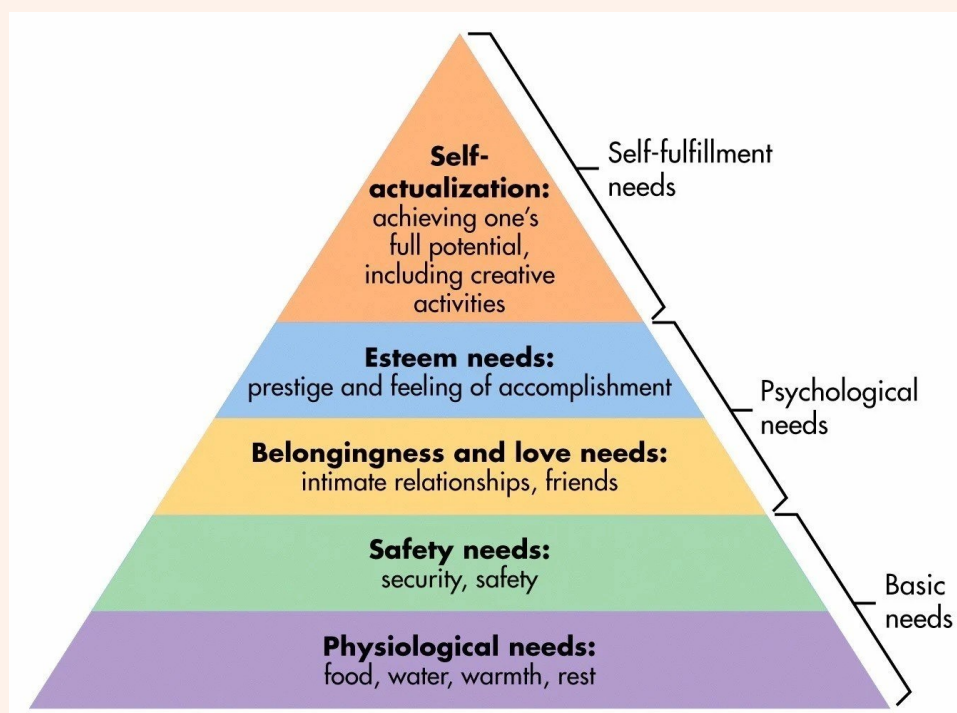
Department for Education’s non-statutory guidance; Development Matters (2023) states that “high quality care” is one of the seven key features of effective practice.

Maslow (1908-1970)

Abraham Maslow was a psychologist, who created the self-actualisation theory of psychology.

Maslow’s hierarchy of needs, demonstrates that basic physiological needs like food and rest must be met before higher needs can be fulfilled. Maslow’s theory has been influential in child development theory.

In the early years it is recognised that practitioners must meet an infant’s physiological and safety needs (through the role of the key person). Allowing infants to develop at their own pace, make decisions and attempt things independently as discussed by Pikler,



Simply Psychology (n.d.)

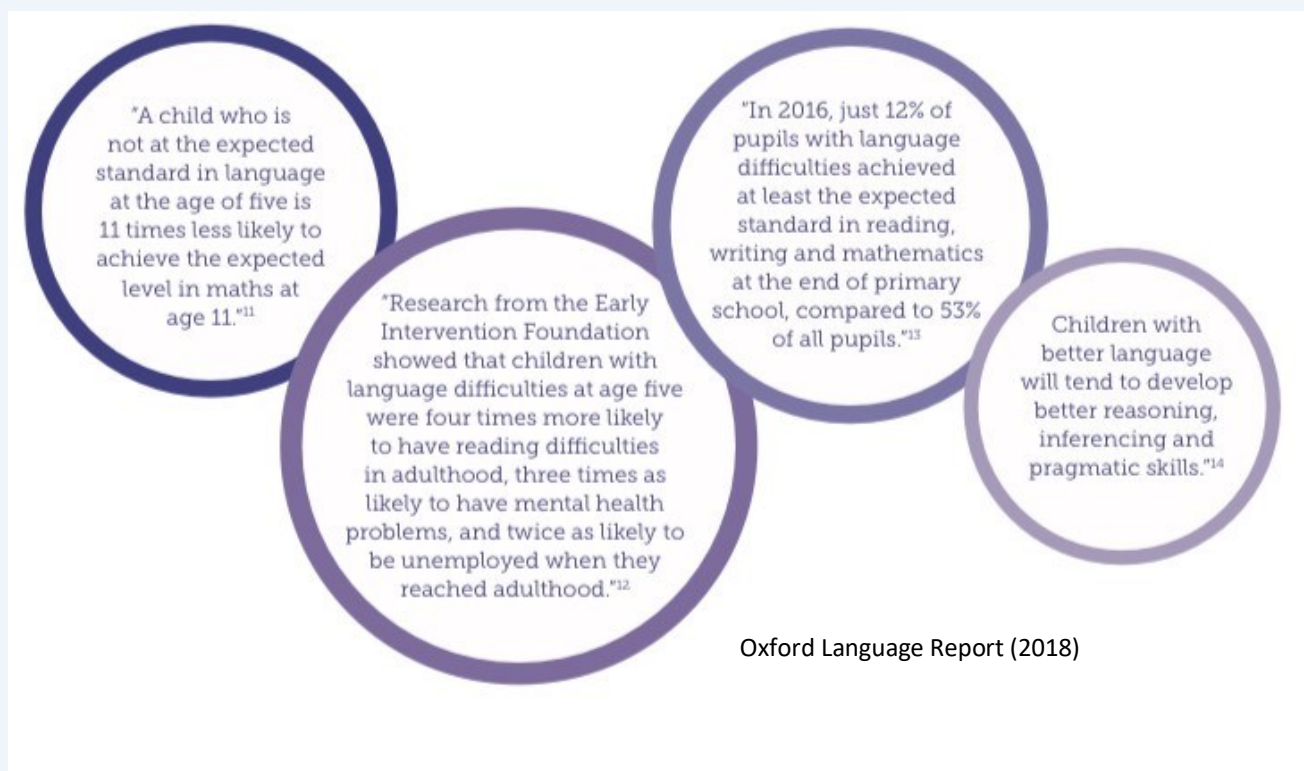
Ensuring that every child gets the best possible start in life is so important, so settings and practitioners have a vital role to play to ensure the very best for every child, tailoring their curriculum, and being guided by a child's interests and their families.

Children who are at risk of falling behind or who are already falling behind, must be promptly identified and supported, and additional help sought through external agencies where necessary.

Practitioners must support children with Special Educational Needs or Disabilities, and adhere to the SEND code of practice published by the Department for Education.

A progress Check at age 2 must be completed by a setting, and any concerns about a child's learning and development, must be shared with their parents and practitioners must identify how best to support the child.

Research shows that by the time children start school, there is often a disparity between the development of children from lower income families and those from more [affluent](#) families. According to the Oxford Language Report (2018) "a child who is not at the expected standard in language at the age of five is 11 times less likely to achieve the expected level in maths at age 11".



The role of the Early Years Practitioner

The role of the early years practitioner is to provide the very best learning environment and experiences possible, where all children feel safe, secure and valued. The early years practitioner must work as part of a team in the setting, ensuring that they are professional, trusted and an active member of the team. The early years practitioner must also ensure that they develop a good working relationship with the child's family, to ensure that they can work in partnership for the best interests of the child.



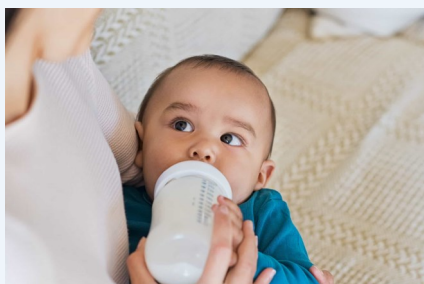
Stacey Garska Rodriguez (2019)



Livestrong.com (n.d.)

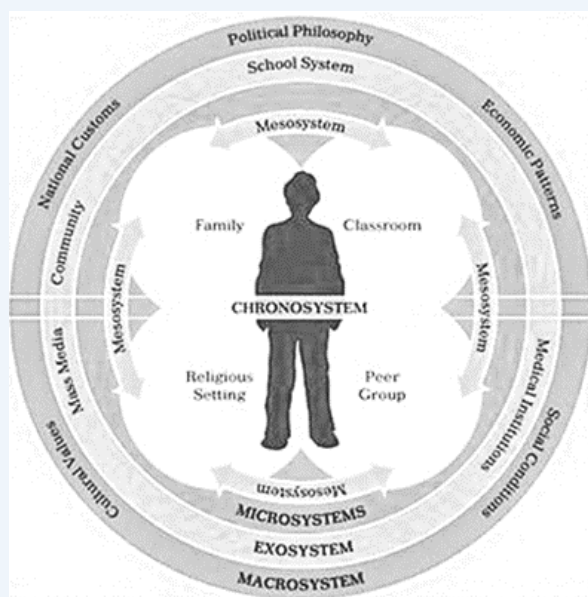
The early years practitioner must be able to work as part of a multiagency team, and know when and how to seek specialist support. The early years practitioner should be knowledgeable about child development and have a vast array of skills and knowledge to enable them to create an enabling environment and foster secure attachments. The early years practitioner should embark on personal care activities with respect and sensitivity, and ensure that every child's needs are met.

The early years practitioner must have excellent communication skills, to enable them to communicate effectively with children, colleagues, parents, other professionals, as well as the wider community. The early years practitioner should be working in partnership with parents, suggesting ways to support their child and opportunities to extend learning. The early years practitioner should be an excellent role model and should model effective communication. The early years practitioner should look for cues to communicate with children and should use sportcasting to further a child's language and understanding, through describing their world, and helping them make connections.

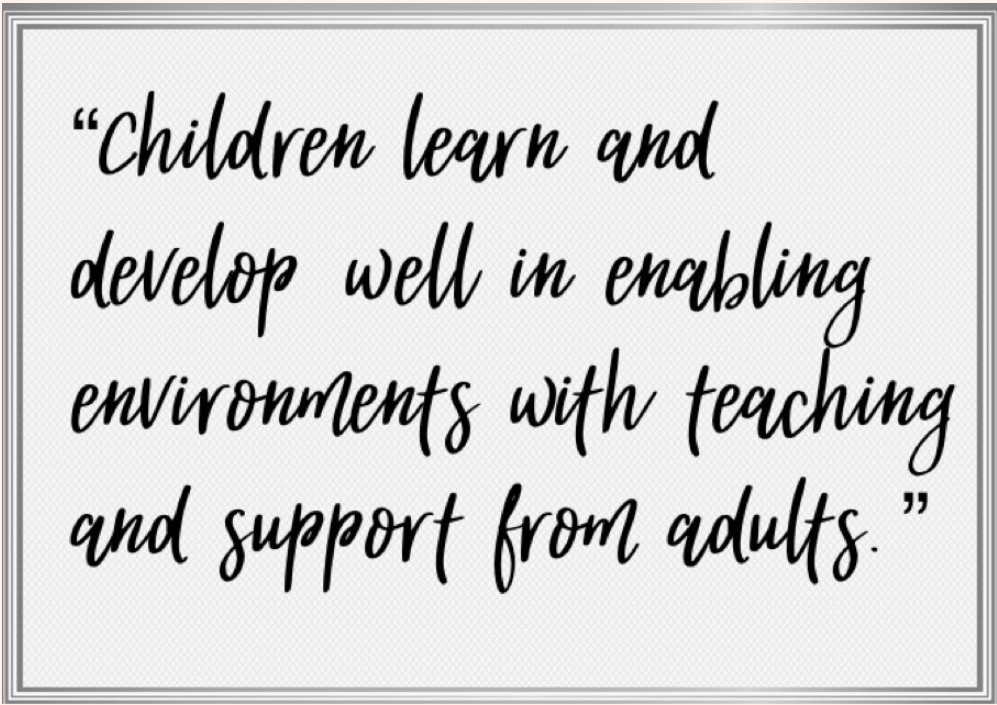


lgglywigglywoo.com (n.d.)

In Bronfenbrenner's Ecological Development Model (1979), Bronfenbrenner noted that relationships and the environment can have a profound impact on a child's development.



Enabling environments

A quote in a decorative frame. The text is written in a black, cursive script font. The frame consists of a light blue background with a thin black border and a slightly thicker grey border.

“Children learn and develop well in enabling environments with teaching and support from adults.”

Department for Education (2023) p.7.

Enabling environments, support all children to thrive and learn. Enabling environments allow all children, whatever their interests and experiences, to explore, in a secure environment, where they feel valued, supported, and that they belong. Enabling environments allow for lots of movement and for learning opportunities indoors and outdoors. Enabling environments celebrate diversity, and are inclusive to all. Enabling environments allow for exploration, and ignite curiosity. Enabling environments promote independence, and provide opportunities to develop skills and extend existing knowledge. Enabling environments have enthusiastic practitioners, who provide scaffolding to assist children with their learning, and look for opportunities to extend learning.

There are various approaches to creating an enabling environment, which vary in their approach.

Forest Schools favour a nature based experiential approach.

The Froebel approach is centred around the importance of play.

Montessori settings place a huge emphasis on preparing the learning environment, and providing children with real resources.

Reggio Emilia inspired settings, provide ‘provocations’ to appeal to the child's curiosity.

The curiosity approach is inspired by Reggio , Pikler, and Montessori, and favours child led learning, through activities such as loose parts.

In addition to continually reflecting on their own practice, and considering the impact on learning, it is also very important that practitioners continually audit their provision and ensure that they are providing the very best experiences and opportunities for their key children.

Auditing your provision

3 ways to audit the effectiveness of your provision...



Auditing your provision

Look at timings....



When your children are engaged in the provision, do they have time to revisit and build on their previous learning? Does your timetable allow enough time for children to full immerse in their play?



Is it time to play? (2024)

Auditing your provision

Look at the space...



Think about the physical environment of your setting. Consider how it reflects the needs and interests of the children in your care and how your adults role model using the space effectively.



Auditing your provision

Look for relationships...



The relationships in the provision are key to learning environment that is conducive to learning. Look carefully at how your environment can help to foster relationships through collaborative working, quieter spaces, etc.



Challenges in providing high quality care

Messy play is messy!

Parents may not be happy if their child gets messy. Protective aprons could be work for messy activities, and appropriate clothing for outdoor activities. Working with parents and explaining the benefits of messy play is important. Some practitioners may not like the mess too!



Early Education and Family Service. Shared by The OT Toolbox (2023)

Cultural considerations may provide a challenge. Boys may have been told that they should not play with dolls or dress up. Children may not like the sensation of sensory play if they have not experienced this before, or they may have been told not to get dirty.

There may be insufficient staff, funds or resources to attempt certain activities. There may also be a lack of space, or even time if other curriculum areas are prioritised, that are thought to be more academic.

Challenges in providing high quality care

Practitioners may be inexperienced and have a lack of knowledge or skills. By working as a team and sharing skills and knowledge this could easily be overcome.

Parents may not have provided the necessary resources, such as nappies, wipes or a change of clothes. Keeping spares in the setting would overcome this problem.

There may be children with additional needs who do not yet get additional support. It could be very difficult for practitioners to meet their needs, as well as the needs of other key children. Unfortunately it can often take some time to put additional support in place.

Staff illness/absence or a high turn around of staff, would make it difficult to provide high quality care. Children will be unsettled if their key person is not there, or if the role changes frequently.

A lack of social interaction, and many children not attending settings during Covid 19, has led to many children having difficulty settling in to a setting, after a prolonged period at home.

It can be challenging to give opportunities for risky play in our risk averse society. Pikler noted that children who had been 'over'protected were less able to manage risk. Children may be anxious about taking calculated risks, as may their parents', and practitioners may be concerned [about](#) being blamed for an accidents.

[Settings may have limited resources. Practitioners could consider alternatives to expensive toys and equipment such as loose parts. Daly and Beloglowsky \(2014\) state that loose parts are "sustainable and economically feasible". Play Scotland \(2024\) details storytelling activities with loose parts and suggests inexpensive objects such as cardboard boxes or material.](#)

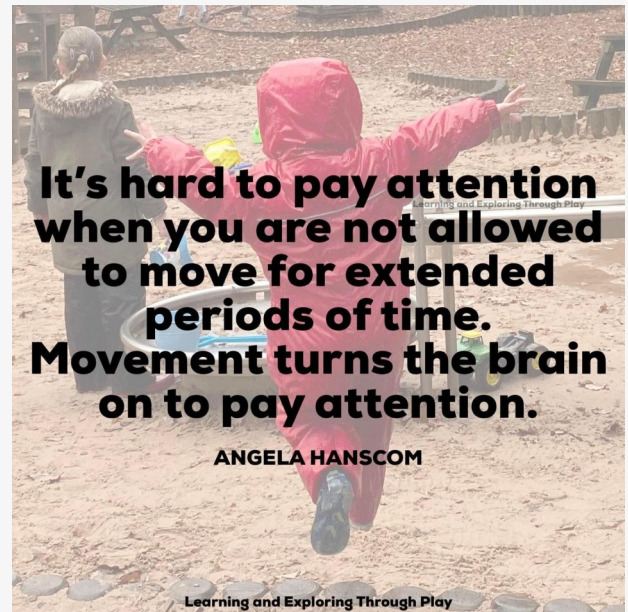


"Play is our brain's favourite way of learning"

Diane Ackerman

www.playscotland.org

Playscotland.org (2024) *Experimental Play*



It's hard to pay attention when you are not allowed to move for extended periods of time. Movement turns the brain on to pay attention.

ANGELA HANSCOM

Learning and Exploring Through Play

Learning and Exploring Through Play (2024)



Children learn through exploration.

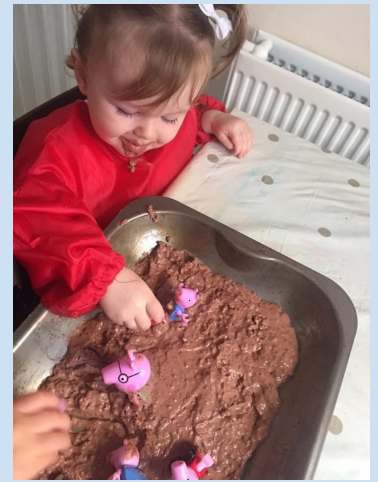
LLJ's Childminding (2022)



Mrs C (2023)



LLJ's Childminding (2018)



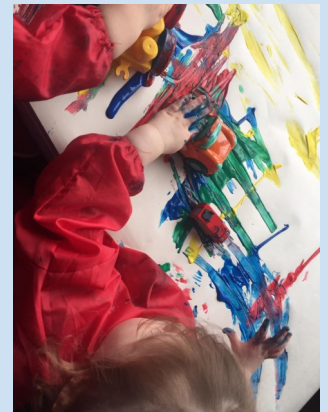
LLJ's Childminding (2017)



LLJ's Childminding (2018)



Fig. A



LLJ's Childminding (2018)



Mandisa Watts (2023)



Fig. C



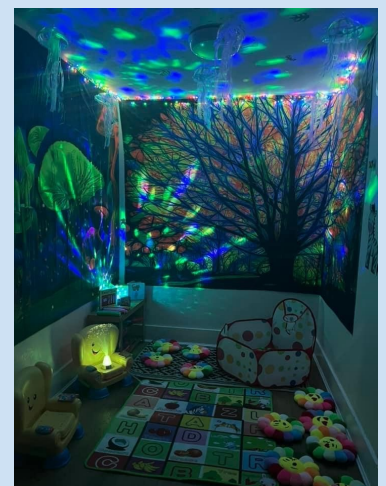
Sunbeams Day Nursery (2021)



LLJ's Childminding (2021)



Danielle Van Heerden (2023)



Sadna Patel (2024)

Sensory play is play that stimulates the senses. Play where children use their senses to touch, hear, smell or taste to explore and make sense of the world around them.

Various theorists have examined the benefits of sensory play, such as Rudolf Steiner's theory of child development, where children are active learners, driven by their innate curiosity. According to Gascoyne (2018) Steiner recognised the value of a sensory environment and concluded that adults should make use of natural materials to provide the very best environment to allow for exploration and learning. One of the overarching principles of The Statutory Framework for the Early Years Foundation Stage is that children learn and develop well in enabling environments with teaching and support from adults.

Gascoyne (2018) goes on to say that like Steiner, Montessori also understood the value of experiential and sensory experiences for young children. Montessori's approach favours hands-on learning and self-directed play.

Other theorists have valued the introduction of natural resources for self-exploration like Steiner. The theory of loose parts was developed in 1971 by Simon Nicholson's article; 'The Theory of Loose Parts: How not to cheat children'. "Loose parts provide multiple opportunities to engage the senses by encouraging children's curiosity and respecting their ways of learning about the world" (Daly and Beloglovsky, 2024, p.33). Sensory play can help young children to begin to understand concepts through exploration, such as capacity, size, textures, and to acquire new vocabulary. Sensory play can enable children to build on their previous learning, and give opportunities to perfect and develop new skills. Filling containers and emptying them can teach a child about capacity, and expand their vocabulary, by using words such as "full", "empty".

Lederman and Klatzky (1987) discuss how messy play aids learning, as knowledge of shape, texture, temperature and weight is advanced through exploration.

Loose parts play promotes active learning, and can deepen critical thinking. Sensory play can allow children to experience cause and effect.

Sensory play is fun and can be a social experience to share, as well as encouraging creativity.

Tuff trays can be used for sensory play, as well as other opportunities for exploratory play.



Doodle Bells Childcare (2023)



Inspireplaycreate (2023)



Woodbury Nursery (2015)



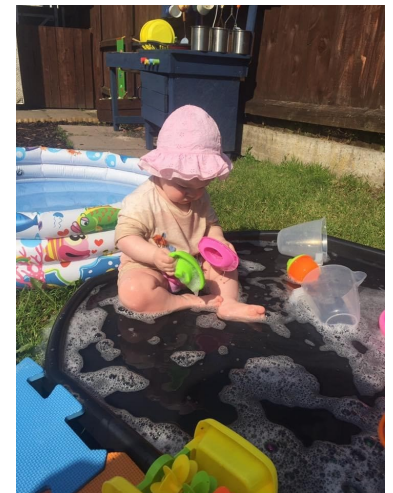
LLJ's Childminding (2021)



LLJ's Childminding (2019)



Fig. 5



LLJ's Childminding (2017)



LLJ's Childminding (2018)

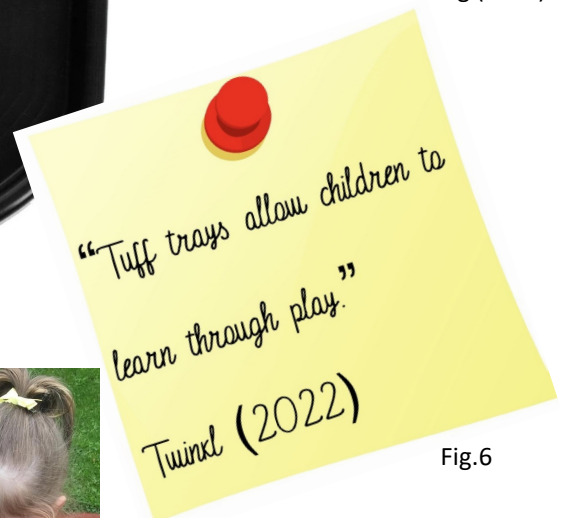


Fig.6



Jan Hill (2024)



LLJ's Childminding (2018)



Sian Kostov (2024)



Fig. 7



Early Childhood Development Center (2024)

Developmental Stages of Block Play		
Stage 1 Carrying		- Blocks are carried around - Not used for construction - They explore them using their senses (touch, sight, taste) - May also hit them together to explore sound - Dumping them in piles from containers
Stage 2 Stacking		- Building Begins - Stack the blocks either vertically (towers) or horizontally (rows)
Stage 3 Bridging		Lay a base block, place an upright block at both ends of it, then attempt to bridge the structure with a block the same length as the base block
Stage 4 Enclosures		- Occur soon after a child begins to use blocks regularly - Need cognitive understanding of spatial orientation, or knowing which direction to turn the blocks. They will continue to place blocks end to end, which ends up creating roads. - Begin with 4 blocks and eventually move to circle/ovals and joined enclosures
Stage 5 Patterns And Symmetry		- Fine motor skills allow this to happen faster - Become more imaginative - Use more blocks - More intentional in their selection of kinds of blocks - Incorporate patterns and balance - May or may not name it
Stage 6 Early Representation		- Name structure - Name reflects the purpose of the building, with names relating to function of building - Dramatic play often begins block building basics have been mastered and they begin to use their blocks as a tool for dramatic play
Stage 7 Later Representation		- Represent actual structures children know from real life or stories. - Naming structures becomes more common. - Buildings are created to symbolize familiar structures. - The design elements become more intricate and represent actual details. - They will create their own accessories to support their play.

Compiled by the Iowa Regents' Center for Early Developmental Education at the University of Northern Iowa and adapted from: Harriet Johnson in *The Art of Blockbuilding* (1933/1996), the work of Doug Clements and Julie Sarama in *Learning and Teaching Early Math: The Learning Trajectories Approach* (2009) and *Early Childhood Mathematics Education Research: Learning Trajectories for Young Children* (2009), and Ingrid Chaloufour and Karen Worth in *Building Structures with Young Children* (2004).



Forest schools (2023)

Forest Schools



Forest schools (2023)



Fig. 8



Forest schools (2023)



Fig. 9



Forest schools (2023)



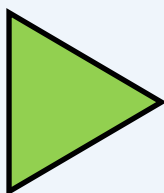
Forest schools (2023)

The Montessori approach



LLJ's Childminding 2018)

Children use real tools that work.

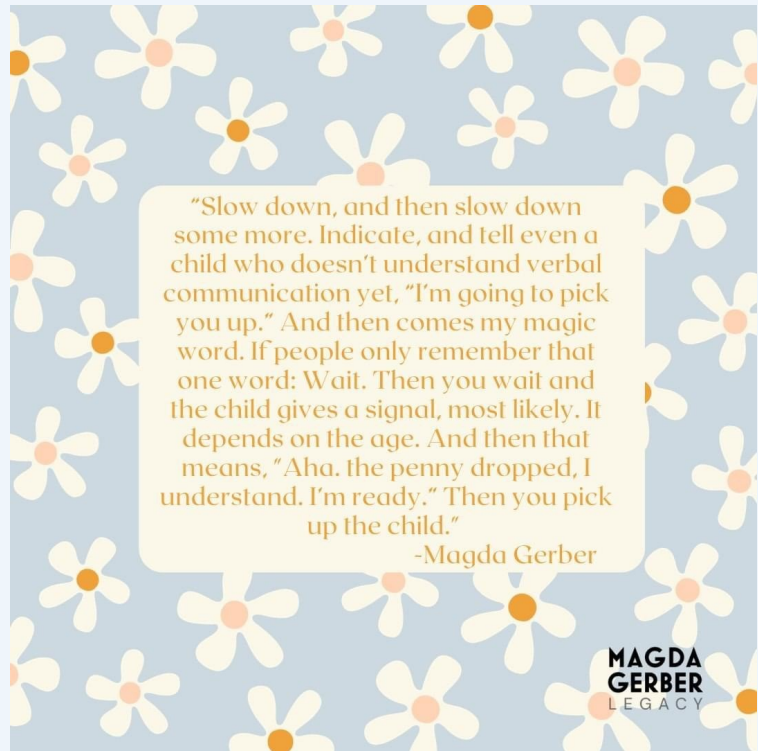


<https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fvm.tiktok.com%2FZGe6TX1Pn%2F&data=05%7C02%7C%7C1ac162da64a04aa91d1508dc179a6f18%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411199287741492%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=3semv4l%2F6zny2J47JP96%2BhUUnS7%2F7GkuxfUvR5gmoUM%3D&reserved=0>

Magda Gerber

Magda Gerber's approach is similar to that of Pikler, focusing on taking time, making the most out of personal care interactions, and being respectful.

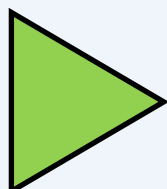
Magda Gerber referred to educators as **educarers**, as education and care can not be separated.



Janet Lansbury (2023)



<https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.facebook.com%2Fshare%2Fv%2FA1V1YWSaSPWr7C9%2F%3Fmibextid%3DKsPBc6&data=05%7C02%7C%7Cd7ec287f0bd8460aa5a208dc19f14000%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638413771148450852%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQI-joiV2luMzliLCJBTiI6I1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C&sdata=mNRZkJb0EPWqyAO02wHMeskQZQJhUGZUdFDLW0%2Bj3Q%3D&reserved=0>



International approaches to caring for young children

Many countries adopt a holistic approach to their early years curriculums.

In New Zealand, the early childhood curriculum approach is the Te Whariki, or woven mat, where the four curriculum principles are interwoven with five curriculum strands. The Te Whariki is a holistic based approach, and places much importance on community and empowerment.

Te Whariki is similar in approach to the Reggio Emilia approach, as they are both based on sociocultural principles, and adopt a child centred approach.

The Reggio Emilia approach, which was founded in Italy, places the child at the centre of their learning, and values each child as a strong and capable learner. The Reggio Emilia approach also recognises the rights of the child, as detailed in The United Nations Convention on the Rights of the Child.

In England, practitioners take into account the interests of the child and facilitate child initiated play in well thought out continuous provision.

The Montessori approach was also founded in Italy, and is also a child centred approach. The Montessori approach places particular importance on the learning environment.

The Steiner approach originated in Germany, and also adopts a holistic approach. Strong relationships are particularly important, similar to the key person role detailed in the Statutory Framework for the Early years Foundation Stage.

The Forest School approach began in Scandinavia, and adopts a child centred approach like the Te Whariki, Reggio Emilia and Montessori approaches. The Forest School approach is based on outdoor learning, and encourages children to problem solve and manage risks.

Gascoyne (2018) discusses how the pedagogical approaches of forest schools nature kindergardens, resonate with Montessori's belief that children absorb that which surrounds them.

The curiosity approach has been influenced by the approaches of Reggio Emilia, Montessori, Pikler and Steiner. The curiosity approach was developed by Lyndsey Hellyn and Stephanie Bennett in England, and places particular influence on child led learning.

Reference List

Department for Education (2023) *Development Matters Non-statutory curriculum guidance for the early years foundation stage*. Available at: https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf (Accessed: 13 January 2024)

Doodle Bells Childcare (2023) Available at <https://www.facebook.com/groups/2312802512194525/permalink/4423768561097899/> (Accessed 16 January 2024)

Early Childhood Development Centre (2024) Available at: <https://www.facebook.com/profile.php?id=100063796113505> (Accessed: 15 January 2024)

Early Childhood Development Center (2024) Available at <https://www.facebook.com/share/p/YzZrcSnqFyCP9qxi/?mibextid=WC7FNe> (Accessed: 15 January 2024)

Early Education (2021) *Getting Outdoors*. Available at: <https://early-education.org.uk/overcoming-barriers-2/> (Accessed: 14 January 2024)

Early Education and Family Service. Shared by The OT Toolbox (2023) Available at: <https://www.facebook.com/share/WtLzLCeJd4Vr3iuu/?mibextid=WC7FNe> (Accessed: 16 January 2024)

Early Education and Family Service. Shared by The OT Toolbox (2023) Available at: <https://www.facebook.com/share/WtLzLCeJd4Vr3iuu/?mibextid=WC7FNe> (Accessed: 16 January 2024)

Early Education *Messy Play*. Available at: <https://early-education.org.uk/messy-play/> (Accessed 15 January 2024)

Early Years Coalition (2021) *Birth to 5 matters, Guidance by the Sector for the Sector*. Available at: <https://www.birhtto5matters.org.uk/wp-content/uploads/2021/03/Birhtto5Matters-download.pdf> (Accessed: 13 January 2024)

Fig.3 E Llewellyn-Jones (2024) created using google images and PicCollage

Fig.5 E Llewellyn-Jones (2024) created using google images and PicCollage

Fig. 1 E Llewellyn-Jones (2024) created using google images and PicCollage. Quote taken from: <https://emea01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdata.parliament.uk%2Fwrittenevidence%2Fcommitteevidence.svc%2Fevencedocument%2Fhealth-and-social-care-committee%2Ffirst-1000-days-of-life%2Fwritten%2F88813.html&data=05%7C02%7C%7C4255576f6eb44e75cbf08dc1a1b0de0%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638413950697168713%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwlcjXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=4CuUYb6DZC3daZ1O3MOy67nhwXRxtKvyrmk3YR8sCg4%3D&reserved=0> (Accesses 20 January 2024)

Fig. 2 E Llewellyn-Jones (2024) created using freepik.com and PicCollage

Fig. 4 E Llewellyn-Jones (2024) created using cleanpng.com and PicCollage

Fig. 6 E Llewellyn-Jones (2024) created using cleanpng.com and PicCollage

Fig.7 E Llewellyn-Jones(2024) created using freepik.com and PicCollage

Fig. 8 E Llewellyn-Jones (2024) created using cleanpng.com and PicCollage

Fig. 9 E Llewellyn-Jones (2024) created using cleanpng.com and PicCollage

Goldschmied, Elinor., and Sonia. Jackson, *People under Three : Young Children in Day Care*, 2nd Ed. (London ; Routledge, 2004)

HM Government (2021) *The best start for life*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973112/The_best_start_for_life_a_vision_for_the_1_001_critical_days.pdf (Accessed: 15 January 2024)

Is it time to play? (2024) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.facebook.com%2Fshare%2Fp%2F9hxFrA3km9YYFHdv%2F%3Fmibextid%3DK35XfP&data=05%7C02%7C%7C9b71af75edcf4aa767f208dc1729350a%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638410712951727173%7CUnknown%7CTWFpbGZsb3d8eyJWljoImMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=RtrdALF33p9nMLt%2FNiRY721eC%2BJW5XWslkDbmCBKZLg%3D&reserved=0> (Accessed 16 January 2024)

Image by The Early Childhood and Family Service, shared by The OT Toolbox (2023) Available at: <https://www.facebook.com/share/pnDgnLKOYBGLBUUM/?mibextid=WC7FNe> (Accessed 15 January 2024)

Jan Hill (2024) Available at: <https://www.facebook.com/groups/tufftrayinspiration/permalink/7885218354839920/> (Accessed 15 January 2024)

Kate Greenaway Nursery School and Children's Centre (2009) *Core Experiences for the Early Years Foundation Stage* Available at: <https://rainbow-nursery.info/wp-content/uploads/2015/08/Core-Experiences-booklet.pdf> (Accesses: 15 January 2025)

Leigh Tiltman (2023) Available at: <https://www.facebook.com/groups/tufftrayinspiration/permalink/6827732897255143/> (Accessed 15 January 2024)

Oxford Language Report (2018) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fodds.live.oup.com%2Fwww.oup.com%2Foxford%2Fwordgap%2FOxford-Language-Report.pdf%3Fregion%3Duk&data=05%7C02%7C%7C893614b51238481e89dc08dc1a92fdf3%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638414465846048649%7CUnknown%7CTWFpbGZsb3d8eyJWljoImMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=3PWEpHtIQpk8RMW0WkT66zAVcd2pnDt7izs1GQ6JYY0%3D&reserved=0> (Accessed 20 January 2024)

Play Scotland (2024) *Experimental Play*. Available at: https://www.playscotland.org/resources/print/Experimental-Play-1.pdf?plscmtl_id=10946 (Accessed: 15 January 2024)

Risk Benefit Thought sheet, Early Education (2015) Available at: <https://early-education.org.uk/wp-content/uploads/2021/12/RBA-thought-cloud-%C2%A9-PLL.pdf> (Accessed: 16 January 2024)

Sian Kostov (2024) Available at: <https://www.facebook.com/groups/tufftrayinspiration/permalink/7894492883912467/> (Accessed: 16 January 2024)

Sian Kostov (2024) Available at: <https://www.facebook.com/groups/tufftrayinspiration/permalink/7894492883912467/> (Accessed 15 January 2024)

UK Parliament Commons Select Committee (2019) *The first 1000 days from conception to age 2*. Available at: <https://publications.parliament.uk/pa/cm201719/cmselect/cmhealth/1496/149605.htm> (Accessed: 15 January 2023)

The Early Years Network (2024) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fvm.tiktok.com%2FZGe6TX1Pn%2F&data=05%7C02%7C%7C1ac162da64a04aa91d1508dc179a6f18%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411199287741492%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLjBjTil6Ik1hYWwiLCJXVCi6Mn0%3D%7C3000%7C%7C&sdata=3semv4l%2F6zny2J47JP96%2BhUUnS7%2F7GkuxfUvR5gmoUM%3D&reserved=0> (Accessed: 17 January 2024)

Forest schools (2023 Available at: <https://fb.watch/pCyvvDBKYB/>) (Accessed 17 January 2024)

Forest Schools (2023) Available at: <https://www.facebook.com/share/p/Tbr2nwUwT6M7PHr8/?mibextid=WC7FNe>
(Accessed: 17 January 2024)

Forest Schools (2023) Available at: <https://www.facebook.com/share/p/MktYsCUxNWnoPieI/?mibextid=WC7FNe>
(Accessed: 17 January 2024)

Lederman, S. J., & Klatzky, R. L., 1987. The intelligent hand. In Bower, G. (Ed.), *Psychology of Learning and Motivation: Advances in Research and Theory* (Vol. 21). New York. Academic Press, pp. 121–151.

Play Scotland (2024) *Loose Parts Play*. Available at: <http://www.playscotland.org/wp-content/uploads/1-Loose-Parts-Play.pdf>. Accessed: 1 April 2024

Inspireplaycreate (2023) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.instagram.com%2Fp%2FCx6CtPJM8tn%2F%3Figsh%3DdnJ5aHNmdnl5bXJr&data=05%7C02%7C%7Caa9fbc5e3a5a47a1ea4408dc1662eebd%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638409861401360378%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=fYmuEY79MWbpFXdTnm7sWmKr4MyEQlG%2F1111nO6u2dc%3D&reserved=0> (Accessed: 17 January 2024)

Sadna Patel (2024) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.facebook.com%2Fgroups%2F1646402065635195%2Fpermalink%2F3649016982040350%2F&data=05%7C02%7C%7C4966a0e637a547b217cb08dc1660d56d%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638409852359306829%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=w1MXGpoyeLDcEPSQMPWv1JuK2FKD8lShE%2B5ZaUg%2BQkc%3D&reserved=0> (Accessed: 17 January 2024)

Mrs C (2023) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.instagram.com%2Fp%2FCph6lZFsVuS%2F%3Figsh%3DeGN1cTNmMzYwbmN3&data=05%7C02%7C%7C33179900b2f3497b9d3b08dc17e7bd66%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411531313278796%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=bo%2FGpZp7J0NZ4dTvwMP5Tdtv6%2FJ%2Bff37KDGALjlbGg%3D&reserved=0> (Accessed: 18 January 2024)

Woodbury Nursery (2015) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.instagram.com%2Fp%2F8-Ehi1AE9S%2F%3Figsh%3DMWHubmMxOWYwamRzcg%3D%3D&data=05%7C02%7C%7C8777e0422d30482c32f008dc17e5c3fd%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411522803425126%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=JcO3WJSDr14hn9gJSbSlg5GV38JEVtoXEyJAc%2Bafezw%3D&reserved=0> (Accessed: 18 January 2024)

LLJ's Childminding (2017) Available at: <https://www.facebook.com/share/TaVoHHfSrwmvymi9/?mibextid=WC7FNe> (Accessed 17 January 2024)

LLJ's Childminding (2018) Available at: <https://www.facebook.com/share/hcbYo6wvi4JSHGXE/?mibextid=WC7FNe> (Accessed: 17 January 2024)

LLJ's Childminding (2018) Available at: <https://www.facebook.com/share/XtiHtH6W5BfiDDpP/?mibextid=WC7FNe> (Accessed 17 January 2024)

LLJ's Childminding (2018) Available at: <https://www.facebook.com/share/LkxoJcnCc943r6mq/?mibextid=WC7FNe> (Accessed 17 January 2024)

LLJ's Childminding (2019) Available at: <https://www.facebook.com/share/Ats8zsivDjySpLN/?mibextid=WC7FNe> (Accessed: 17 January 2024)

LLJ's Childminding (2017) Available at: <https://www.facebook.com/share/HQRs6y49JBCWmV81/?mibextid=WC7FNe> (Accessed: 17 January 2024)

Mandisa Watts (2023) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.instagram.com%2Fp%2FCwFUFfOCOSHn%2F%3Ffigsh%3DMWRmZ3o5ZTZmbDZoeA%3D%3D&data=05%7C02%7C%7C7cfc7834e1b44248f6f308dc17e6a0b0%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411526513955057%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=IRB38T4m7XxQc6kqvZnU3Kw%2FQnEa4AzkTRZ1MW8XvgI%3D&reserved=0> (Accessed: 17 January 2024)

LLJ's Childminding (2021) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fm.facebook.com%2FLLJsChildminding%2Fphotos%2Fa.382733645454965%2F1304575119937475%2F%3Ftype%3D3&data=05%7C02%7C%7C6dd827d45d5c4323921c08dc17e1cde1%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411505796412586%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=cSkTSSbR%2Firz5a%2BvsJ%2FUAV66UkTfHOKXea3%2BHam3RzQ%3D&reserved=0> (Accessed: 17 January 2024)

LLJ's Childminding (2021) Available at: https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fm.facebook.com%2Fstory.php%3Fstory_fbid%3Dpfbid0VCiFVUDfpAAWWvvpFvraPy1v3fmiEn6tMtfdj3VwXnudJ9CpwVwHUygit9iT1Rzl%26id%3D338553963206267&data=05%7C02%7C%7C6680b06132c842f5410208dc17e19725%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C1%7C638411504874158317%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=1jp%2BzVgFExoZYZ6iH8tcnYUKhkOJ9k08dL7e4btf5XM%3D&reserved=0 (Accessed: 17 January 2024)

Danielle Van Heerden (2023) Available at: https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.instagram.com%2Fp%2FC0_OBfOK7Sc%2F%3Ffigsh%3DdmJiMjVwamV5NmRI&data=05%7C02%7C%7Cfd436c84419e41b5979008dc17e61c78%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638411524292400060%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=oROBXTRJ5FXa0MtWFA%2BwY48Fak9fMlsp0t6memiFh8M%3D&reserved=0 (Accessed: 17 January 2024)

Stacey Garska Rodriguez (2019) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpin.it%2FpbBt893BG&data=05%7C02%7C%7C178fa0cd316b4a97c23608dc19201b7e%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638412872888257519%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=OMCkphEy3tGkhYh8MZxkTS7YnOdfxdrYS2XaMIQgBk%3D&reserved=0> (Accessed 19 January 2024)

Baby Foodie (2021) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fimages.app.goo.gl%2FCaHfyv2T2dULNXtd6&data=05%7C02%7C%7C6aa7f8f5dcdb48c3f4ab08dc192335ae%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638412886217258988%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=6fLyErGdYjbtH49DbKmlus8FjZ7OR6FlrjUYjUCM5cl%3D&reserved=0> (Accessed on 19 January 2024)

House of Commons Health and Social Care Committee (2019) *First 1000 days of life*. Available at: <https://publications.parliament.uk/pa/cm201719/cmselect/cmhealth/1496/1496.pdf> (Accessed: 19 January 2025)

Banardos (2018) Available at: <http://emea01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdata.parliament.uk%2Fwrittenevidence%2Fcommitteevidence.svc%2Fevidencedocument%2Fhealth-and-social-care-committee%2Ffirst-1000-days-of-life%2Fwritten%2F88813.html&data=05%7C02%7C%7C4255576ffeeb44e75cbf08dc1a1b0de0%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638413950697168713%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=4CuUYb6DZC3daZ1O3MOy67nhwXRxtKvyrmk3YR8sCg4%3D&reserved=0> (Accessed 19 January 2024)

1000 Days website. Available at: <https://thousanddays.org/why-1000-days/> (Accessed: 20 January 2024)

Unicef website. Available at: <https://www.unicef.org/nutrition> (Accessed: 20 January 2024)

Scientific Advisory Committee on Nutrition (2011) *The Influence of maternal, fetal and child nutrition on the development of chronic disease in later life*. Available at: https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F5a7e0601ed915d74e33ef8d3%2FSACN_Early_Life_Nutrition_Report.pdf&data=05%7C02%7C%7C28d1e9753cab41f9a61808dc1a2b4ea0%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638414020505361671%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=%2FpVajClt02hni9Y7h2vj5MHfxRZipJ5sSzFejapj3TY%3D&reserved=0 (Accessed 20 January 2024)

Herculano-Houzel, S. (2009) The Human Brain in Numbers: A linear scaled-up primate brain. *Frontiers in Human Neuroscience*, 3:31.

Parent Infant Foundation (2024) Available at: https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fparentinfantfoundation.org.uk%2Fwhy-we-do-it%2Fbuilding-babies-brains%2F&psig=AOvVaw3iCxU6A6XYEag0gS1ezuR3&ust=1705894848285000&source=images&cd=vfe&opi=89978449&ved=2ahUKEwin1_XUx-2DAxUWT0EAHT_OAREQjRx6BAGAEBU (Accessed: 20 January 2023)

Montessori Up! (2024) Available at: <https://images.app.goo.gl/SJxWMg1DeSA9sy9f7> (Accessed 21 January 2024)

Sunshine Teachers Training (n.d.) Available at: <https://images.app.goo.gl/FaXCfrvY9Fhy3bkE8> (Accessed 20 January 2024)

Department for Education (2023) *Early years foundation stage statutory framework*. Available at: https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf (Accessed: 18 January 2024)

Simply Psychology (n.d.) Available at: <https://www.simplypsychology.org/maslow.html> (Accessed: 20 January 2024)

The Sutton Trust (2023) *Equal Hours? The impact of hours spent in early years provision on children's outcomes at age five, by socio-economic background*. Available at: <https://www.suttontrust.com/our-research/equal-hours/> (Accessed: 20 January 2024)

Action for Children (2024) *What is sensory play and why is it important?* Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.actionforchildren.org.uk%2Fblog%2Fwhat-is-sensory-play-and-why-is-it-important-1%2F%23%3A%3Atext%3DSupporting%2520brain%2520development%252C%2520enhancing%2520memory%2CEnhancing%2520memory%2520and%2520observational%2520skills&data=05%7C02%7C%7Cea77619b79954889b73708dc1aa4a55f%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638414541650632970%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=6Lo7eQoAW%2BYAK1BKBs24smYx3TmPJlaPddvwrS4dfyg%3D&reserved=0> (Accessed: 20 January 2024)

Twinkl (2022) *Tuff Trays and their benefits in the Early Years*. Available at: <https://www.twinkl.co.uk/blog/tuff-trays-and-their-benefits-in-the-early-years-pviblog> (Accessed 20 January 2024)

Livestrong.com (n.d.) Available at: <https://img.livestrong.com/640/photos.demandstudios.com/getty/article/181/16/200264416-001.jpg> (Accessed 20 January 2024)

igglywigglywoo.com (n.d.) Available at: https://igglywigglywoo.com/wp-content/uploads/2020/10/shutterstock_761835304-2048x1360.jpg (Accessed 20 January 2024)

Bronfenbrenner (1979) *Ecology of Human Development* Harvard University Press

Learning and Exploring Through Play (2024) Available at: <https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.facebook.com%2Fphoto.php%3Ffbid%3D766258418873060%26set%3Da.467262382106000%26type%3D3%26mibextid%3DWC7FNe&data=05%7C02%7C%7Cbb2fc34f33da4fd8576e08dc19f551f8%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638413788664399922%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hb9ueZbvZojauL1%2FV%2B0TaQC6NtkSBFTyKaVt1MPax18%3D&reserved=0> (Accessed: 20 July 2024)

Janet Lansbury (2023) Available at: https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fm.facebook.com%2Fstory.php%3Fstory_fb%3Dpfbid0BYyfpNFco2aWKnP4LTGKoSQyjfkc4bUwPbVyfy1R9bfT0i14eA6MeUXxu6mz4Tul%26id%3D100044317125151&data=05%7C02%7C%7C26f95648c5ef4f1a557608dc19ef8fa7%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638413763910399046%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=7fnpi4eMKbCFsYQJ4X9zJVHn%2BYKn9l9pY7Z0VioPxHc%3D&reserved=0 (Accessed 20 January 2024)