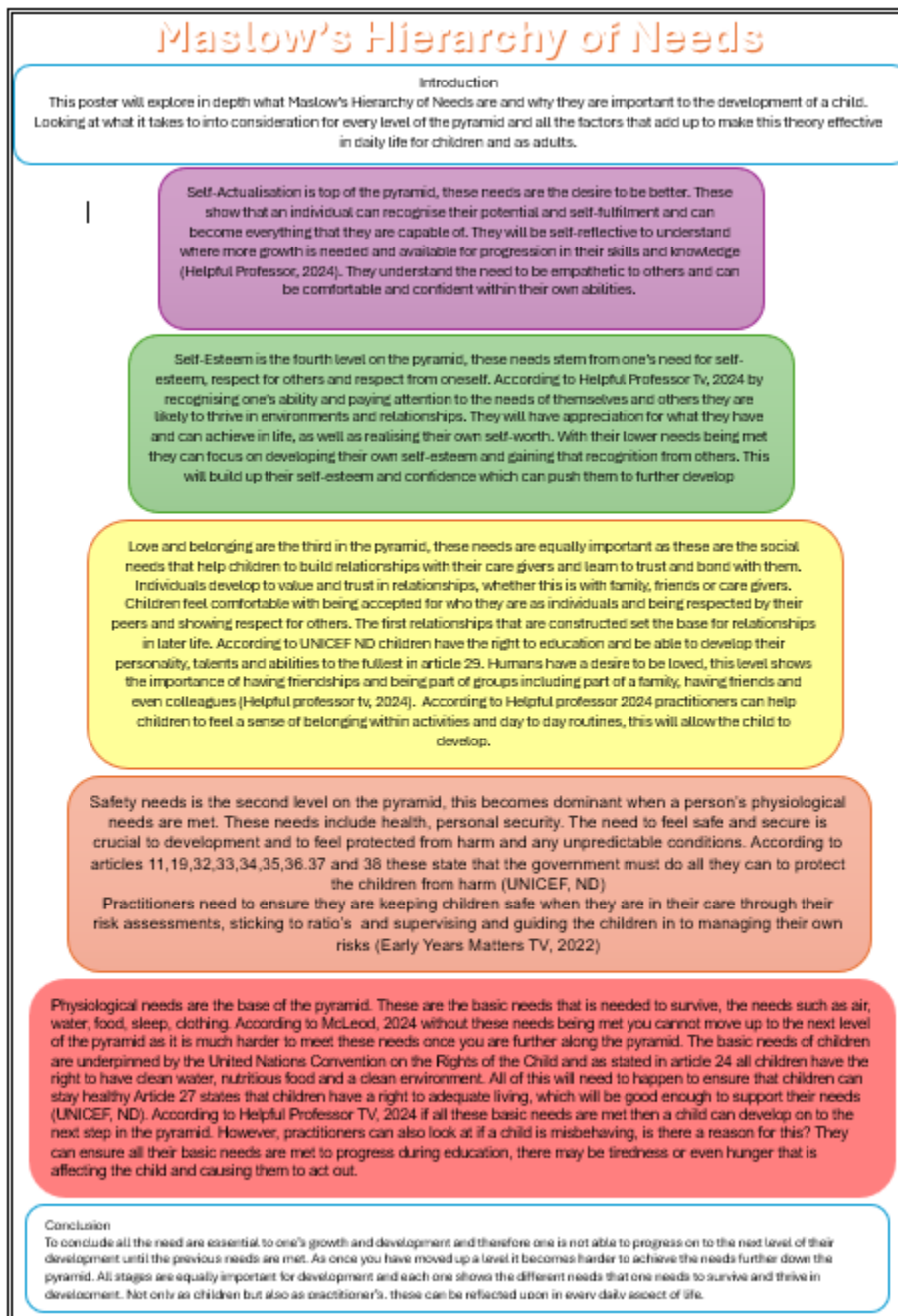


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AI cover sheet

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after use of AI tools which I may be asked to provide in evidence.



Part 2

Introduction

This will explore the concept of holistic child development by thinking about a child's learning and growth which considers all their physical, social, emotional, cognitive and their other abilities. With links to Maslow's Hierarchy of needs model through three examples relationships, play and safety which will be explored in more depth. Holistic development looks at the whole development of a child and not singularly sticking to one section, it looks at all the needs of the child and ensuring they are met and fulfilled.

Relationships

Whilst understanding the concept of holistic child development it is important to consider positive relationships. Positive relationships are when an individual can communicate effectively with another person, and they are able to listen and respond effectively. Having mutual understanding and respect for a relationship to work by being honest and supportive and accept an individual for who they are and showing care for their needs and understanding for any beliefs and values that they may have (Rocket Kids,2023). Relationships are extremely important to help with the development of a child, children form many relationships throughout their life with various people such as, parents, siblings, grandparents, peers, and practitioners. However, the first relationship that is formed is usually with the parent or the caregiver, this is the relationship that will set the foundations for the child and can enhance how well they can support future relationships (Byers and Daly and Taylor, 2006, p.116).

According to Department for education, (2024) positive relationships are a fundamental base for children's development, they help children to learn how to communicate, think, understand and how to express emotions. In early years settings a child will have a

keyworker, one who will be there to help and support the child. This can enhance a strong positive bond with the child and their parents, they will be able to gain more knowledge and understanding of the child and learn about their likes, dislikes, any needs they have and be able to plan and provide based on the knowledge they have gained on the child. Being emotionally available promotes and reinforces the trust between the child and keyworker as with their family.

Bowlby's attachment theory links to Maslow's hierarchy of needs pyramid level three, love and belonging. This emphasises the need to feel loved and to love through strong and healthy relationships which have formed with family, friends and care givers (TrustCo ND)

According to Eldridge, *et al* (ND) children need those strong relationships in the first few months of their life and this is where the bond begins with their primary caregiver. However, where this is not possible it is important that he or she will have a consistent loving care.

Safety

Practitioners must also consider safety when exploring the concept of holistic development. Safety is important throughout a child's whole development as it underpins and links into throughout every development milestone. By providing a safe and physical environment a child will be able to flourish and explore all necessary areas of learning, a practitioner can provide these in daily routines. Through a safe environment a practitioner can enhance a child's physical development by providing risk assessments that will need to be updated regularly and modifying to prevent harm (Pilcher, ND) Emotional stability when making the child feel safe and secure within their surroundings and well-being in a warm environment, through all these children will gain strong social skills in a safe environment, whilst building their confidence and self-esteem through helping them to feel safe, protected and valued.

According to Early Years Matters Tv (2022) actively supervising the children in the care of practitioner's is at the core of the development through safety, by paying close attention to the child practitioners can help and guide them through activities and help them to understand and adapt to risk taking safely whilst playing and exploring both indoors and outdoors.

Safety is the second level on the pyramid of Maslow's Hierarchy of Needs where the child needs to feel security and stability in their environments to progress on to the next level of the pyramid (Helpful Professor Explains 2023).

Play

Finally, it is important to relate play into the holistic development of children because children develop and strengthen their core skills through play. Practitioners can enhance a child's play development through many strategies and plan per their interests. Daily routines that include time for play will have a strong impact on a child's development. According to UNICEF, ND article 31, a child has the right to play, which should be followed and executed by all practitioners and enable the child to be involved in activities of their choosing promoting all their skills.

According to Birth to 5 matters, ND play for children is not only fun but also a learning process. It is open-ended, meaning children can explore a multiple range of play opportunities, take risks whilst experimenting with their capabilities within an enabling environment. An enabling environment supports all areas of children's development. Practitioners can gain knowledge of children through seeing them at play, getting deeper understandings of their likes and interests and following their lead and waiting for their social cues to join in with that play.

Frederich Froebel believed that play is a principle means of learning in early childhood. Children can construct their own understanding of the world through their own direct experience with play (Froebel Trust, ND).

According to Froebel Trust, 2024 children having uninterrupted play is crucial for their learning as they are having time to connect their learning, practitioners need to sit back and observe as the play unfolds opening other areas of exploration for the children.

Play links into Maslow's Hierarchy of needs pyramid within safety needs, Love and belonging as well as self-esteem, all these areas help children to develop their play skills.

Conclusion

To conclude it is beneficial to look at a child's holistic development as there is a broad range of factors that are involved with a child's whole development, and it does not pinpoint on one certain area of development.

Part 3

Introduction

One of the most important considerations of this study is Maslow's significance in understanding child development. Through looking at three examples from Early Years Practice, understanding the importance of transitioning. Building confidence and independence and creating a safe and stable environment for children.

Transitions

It is important to understand the importance of transitioning in the Early Years, transitions occur daily within daily life for babies, infants and children. This could be small transitions, going from activity to activity or even to a completely different routine altogether, a child needs to be reassured and supported through these transitions. According to Pacey, 2019 to settle a child into a setting it is important to take it at the child's pace, the key worker should get to know the child and form a strong healthy bond with the child to encourage and offer support during a settling in period. The keyworker will know the child's likes and dislikes and be a comfort to them during a stressful time, as well as the parents, and they will be able to keep them updated regularly on the child's progress. Practitioners need to understand that not all children settle the same way, it is about knowing and understanding ways to help each individual child, and it may often take longer for some children to settle in. Strategies to help children can include, showing them a timeline of the routines within the day so they know when parents or carers are going to be back to collect them, and promoting a positive happy environment where the child will feel safe and secure within their surroundings. This can help with a child's transition, and it can be a happier and effective one for not only the child but also the parents and practitioners. By offering support and guidance through transitions which will ultimately happen throughout a child's day it is essential as a practitioner to know and to understand the children that

are in their care, a practitioner will need to be approachable, friendly to be able to communicate effectively with the child. Not all children will have the same communication needs and as a practitioner it is essential that they are able to communicate with children in a variety of ways that will help them to get the best effective communication with the children. This links in with Maslow's Hierarchy of Needs pyramid due to the esteem, love and belonging and safety. Through showing children a safe, enabling environment they are building them up and helping them as well as building up their self-esteem through their exploration of the setting and building their confidence in their abilities.

Building confidence and independence

According to Mickelburgh, ND allowing children to transport objects and resources from one place to another promotes independence in children. By having resources well organised and the children knowing where they are enables them to be more independent and be able to get them out and put them back to the correct place when they have finished independently. Enabling children to problem solve will encourage their independent thinking and once they are successful there will be a feeling of accomplishment within the child, therefore building their confidence levels. Involving the children in decision making will help to build their confidence as an example of this a practitioner can ask the children what activities they would like to be set up or also what resources they would like to see in an area. Practitioners communicating with the children and taking their opinions on board during decision making on how they would like the routines to go throughout the day, by having their opinions and voices heard will promote the children's confidence and independence as they will know what they have to say matters to the practitioners and it is being taken on board and effectively acted upon (Mickelburgh, ND). Promoting childrens confidence and independence links into Maslow's Hierarchy of Needs well within three stages, by having an enabling environment children feel safe and secure and comfortable to make their decisions

independently. Love and belonging by a practitioner showing that trust in them to enable them to effectively think on their own and gain confidence. Self-esteem through the constant confidence building and independence promoting children can feel confident when making decisions and having inputs that involve them daily.

Creating a safe and stable environment

Early years practitioners can create a safe and stable environment by minimising risks and keeping the children safe. According to Early Years Alliance practitioners can keep children safe in a stable environment by ensuring the environment is warm and welcoming for all children. By making sure there is ample room for all children to explore in both the indoor and outdoor areas and that the activities and resources meet the needs of all the children. Practitioners need to ensure that they are up to date with their training to effectively take care of the children in their setting and that they are adhering to the settings policies and procedures that are set out to safeguard the children and themselves. All children have the right to be safe and protected from harm and discrimination regardless of their race, ethnicity or background as underpinned by the United Nations Convention on The Rights of The Child (UNICEF, ND). Safety is second on Maslow's pyramid and it emphasises safety as a need for children, by children feeling safe and secure they can achieve more confidence in their abilities and feel safe to trust the practitioners that they rely on when in their care. Practitioners can keep children safe by demonstrating how to do activities if they have risk involved, therefore the children can then practice and develop their own skills to manage their own risk. By keeping to ratios and supervising children they will always feel safe and stable by knowing there will be someone there if they need them.

Conclusion

To conclude the significance of Maslow's Hierarchy of Needs signifies development through a range of factors when it comes to children. Practitioners can enable and encourage children in to developing their skills further through helping them to gain more skills and enabling them to think for themselves and being there for support when it is needed and for them knowing they have that safe, trusting relationship to achieve this.

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