



Exceptional Care in the first 1000 days

What is the first 1000 days?

Why is it important?

what is exceptional care?

what's the importance of promoting exceptional care?

Current Challenges



One current challenge that practitioners have to overcome when caring for young babies in early years setting is the impact of Covid-19. Neilinger. A mentioned that 42% of individuals noticed signs that the children they were working with had effects to their emotional well-being due to the pandemic and lockdowns caused by coronavirus. This shows that coronavirus did provide a challenge for practitioners. one way in which this could be overcome is by communication. By the practitioner have conversations with children they can gain an understand on how the child is feeling and act and support accordingly. another challenge early years practitioners can face when caring for young babies in early years settings is the curriculum. for instants, From 2000 until 2008, Curriculum Guidance for the Foundation Stage (QCA/DfEE, 2000) served as the primary resource for early childhood educators. The nursery and Reception years' Early Years curriculum was well liked, according to study (Taylor Nelson Sofres and Aubrey, 2002). However, the word "curriculum" has disappeared since the Early Years Foundation Stage updates took the place of the Curriculum Guidance for the Foundation Stage. Curriculum direction has been replaced with Development Matters (Early Education, 2012). The paper is frequently "used as a tick-list of descriptors of what children must achieve," according to Nancy Stewart, one of the writers of Growth Matters, and this "may unfortunately constrain both children's development and the professional knowledge and abilities of practitioners." Early years practitioners find the new curriculum challenging as they believe that a child's limitations, which we originally believed to be caused by their "stage of development," are actually the result of their lack of life experience. Children lack nothing in terms of their ability to think critically and solve issues, but they lack experience. They are still learning how to recognise which of their learning tactics is efficient and how to keep their focus in order to accomplish a specific objective. As a result, despite the instruction they have received, their approach to tackling difficulties will frequently change from day to day. Therefore, a key component of an early years curriculum should be helping children develop their executive function and metacognitive skills. According to the available research, play, when appropriately encouraged by adults, can aid children in growing in each of these domains. One illustration of this adult structure is how carefully materials are arranged so that children can choose more challenging jigsaw puzzles once they've mastered simpler ones. Another is "scaffolding," where the adult provides the child

with just enough additional assistance to get over a hurdle. Another example is the use of ready-made resource packs to assist children. For instance, in the "Tools of the Mind" programme (Bordrova and Leong, 2006), educators use a "Dispute Bag" as a way to support children in considering and resolving conflicts.

Activity Ideas



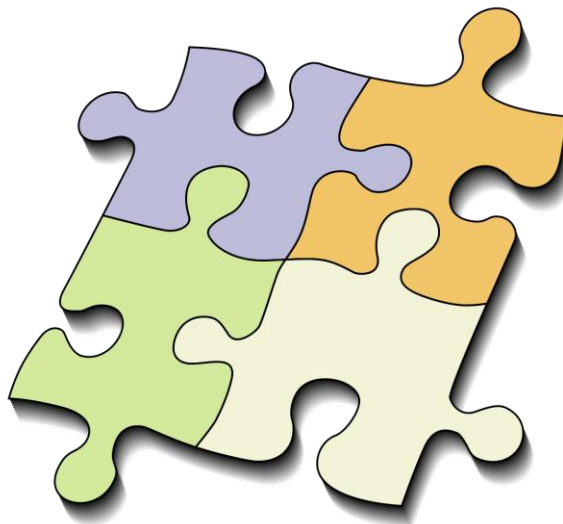
1 - Water play



2 - Sensory play



3 - Singing and Dancing



4 - Puzzles

there are many benefits of these types of play and activities. for example, a major benefit of sensory play for babies is that through the use of sensory play babies learn and develop new connections in their brains. in addition to this, sensory play also helps babies learn more about the world surrounding them and supports language development as they learn to respond to different stimuli.

An example of sensory play would be by the babies touching different objects and surfaces and hearing how different materials make different sounds. One theorist which links into sensory play is Jean Piaget who is related to developmental psychology. she is one of the main sensory play theorist to suggest that there is more "play" than we realize. she also implies that sensory play is a systematic learning process. Piaget also suggested that children need environmental experiences to guide their cognitive development. she argues that this type of play was key to children's and babies brain development. Water play can also provide huge benefits to babies as water can help children fine and gross motor skills. Water play can also benefit children's hand-eye coordination as well as having a relaxing effect for the babies. Water play for babies can provide a benefit on the sensory function of children. Singing and Dancing with babies and young children can majorly benefit fine and gross motor skills. Songs that have movement and rhymes will help children to use their big muscles, thereby improving their gross motor skills. As well as this, finger plays will help benefit a child's fine motor skills. Puzzle activities can help benefit children by improving their memory and problem solving skills. As children are solving puzzles, they must memorize and complete shapes and colours accordingly. By playing with puzzles it also helps children face challenges, overcome problems, and deal with anger. Puzzles also make young babies and children curious. Emmi Pikler recognized the importance of healthy attachments to a child's overall well-being and physical and emotional (mental) development. She found that the primary caregiver's feeding, dressing, and bathing moments provide important opportunities for the infant and caregiver to develop a safe and trusting relationship.

Environment



the environment is highly important when taking care of young babies and children. The environment must be able to meet the baby's needs and support the child's development. This meaning, practitioners should know all children to a high level for example, the child's Likes and dislikes, reassurance methods, growth milestones overcome, household routines and the family information. An optimal environment should also include clear health, safety and supervision guidelines for children and practitioners. Spaces to support correct toileting, changing clothes, and

individual needs such as eating are vital. An environment for babies and children should be safe as well as having enough space for children and babies to have places to explore as exploring improves children's imagination and confidence. In addition, if a child feels safe and comfortable at an early years setting it will help the child to feel more positive as they will enjoy their time at the setting. Having an enabling environment is also crucial. An enabling environment is a diverse space which risks are minimized, well-managed, and a place where children are protected from harm. Enabling environments play a key role in supporting children's learning and development in all seven EYFS components. It is widely recognized that children learn and grow best in caring and supportive environments that are responsive to their individual needs. A nurturing environment ensures that children grow and develop to be "resilient, capable, self-confident, and self-assured." The environment in which children play and learn is an important factor to consider when thinking about child development, and much research has been done on this very topic. Giving children the physical and mental space to learn in a safe environment is key to their development. An enabling environment can be made by ensuring all practitioners at an early years setting know how important it is for the setting to be a supportive place. An enabling environment can also be provided by ensuring both indoor and outdoor activities are taking place regularly when safe to allow children to explore. In addition, there is also a curriculum in place for funded non-maintained nursery settings to help early years settings provide positive environments. The curriculum helps with a variety of things in an early years setting. For example, adopting new practitioners to support the setting. This curriculum is important as it provides and takes into account the six areas of learning and experience. There are many benefits of exploratory play-based environments such as Children discover the world as they play. Through exploration play, they learn about the world and their impact on the environment. This type of play begins very early in a child's life and is one of the first types of play experienced. An example of this would be children playing with leaves outside. From the start of a baby's life they start to learn through explorative play. It is vital that babies have an opportunity to explore using all their senses. In addition, loose parts encourage a sense of action in children, allowing them to reinforce independence and confidence in learning and discovery. Children can turn the loose pieces into whatever they want. Disjointed pieces offer endless possibilities compared to "toys" such as cars and dolls. Montessori theory was that the outdoor environment is a natural addition of a room. In our outdoor environment, children are able to build their knowledge in the room through sensory experience of nature and constant contact with the seasons and nature. Through interaction with these external environments, MCS can support the whole child. As children become familiar with nature, they gain a better understanding of the needs of the world they live in. There are many benefits of loose parts play in early years settings. By interacting with loose parts, children enter a world of "what if" that encourages thinking that leads to problem solving and theoretical thinking. Loose pieces encourage children's imagination and ability to come up with solutions, bringing a sense of adventure and excitement to children's play. "Loose parts play also enhances a child's cognitive development which is a very positive thing for children. By children learning through play they become more interested and enjoy the experience a whole lot more without the issue of getting stressed and angry of not being able to do something. Froebel's theory also links with the environment. Froebel believed that the classroom should be a prepared environment. This meaning that free play is central to Froebel's theory, but learning environments are designed in a way that with suitable resources that are best suited to each child's developmental level. Froebel also mentioned his theory of how vital movements are in children and in early years as well as development. For instance, finger plays, songs, dance, and movement of some of the main features of Froebel's approach. Adding on from this Froebel also stated how important it is for young babies and children to learn through play. The encouragement of free play

will help the babies and children to find out how things work from specific activities which are fun, tasks that are also at the best interest to the individual child or baby.

Being Inclusive



being inclusive is important in early years settings and practitioners need to ensure they remain inclusive. the importance of being inclusive is shown by the equality act 2010. To remain inclusive practices must ensure to provide children with opportunities and support during the earliest and most vital years of learning which is early years. It is also vital children feel confident about themselves. there are challenges that can be faced when taking into consideration inclusivity. for example, some child may need more guidance than others, some may require different forms of engagement than others. however, inclusivity can be personalised to individual needs and as long as there is no discrimination and all children are treated fairly and respected as well as given equal opportunities, inclusivity will remain positive in the early year setting. It is the practitioner's responsibility to identify the child's interests and use their skills to write them down. This can be done primarily through observation during play, interaction with the child, and discussion with parents. Discovering a child's interests when they first enter the facility is an important part of the adaptation process to show them that the environment they are in is a safe, fun, and interesting place.

Professional Partnerships/Relationships



For a partnership to be successful, it must be done on the agreement that each individual's contribution is valued and valued in the same way as any other individual. In the early childhood setting, this could involve teams from different disciplines. For instance, Education and health and social care teams working in partnership with families to ensure that each child's individual needs are met. Data sharing and confidentiality agreements determine how partners work together. Therefore, all information is provided only on a need-to-know basis. The benefits of working together are immense, as all families can share information about their child's development and learning, and children with special needs receive coordinated support. Bronfenbrenner's theory links to partnerships well. Bronfenbrenner's bioecological approach helps practitioners understand the main balance of influences that may play a role in each young child's development. Professional Relationships in the workplace such as an early years setting is essential. A good relationship in the workplace includes trust, communication, respect and inclusion. One way in which an individual such as a practitioner can build professional relationships is by practicing mindful listening. Those that genuinely pay attention to what others have to say have greater results. You'll speak less and comprehend more if you practise careful listening. And people will start to regard you as reliable.

Respectful Care and Meaningful Learning



there are a variety of different ways in which practitioners can help provide meaningful learning experiences. Children's natural needs, interests, and curiosity continue to be prioritised in early years settings, and Ofsted will want to see this practise being proven and documented. A child-centered approach to learning places the kid as the leader of their own learning with the adult acting as a facilitator rather than giving direct teaching, giving children the confidence and self-esteem to be involved in planning and directing their own learning (Mukadam and Salter, 2014). Finding out each child's interests when they first arrive at the setting is a crucial step in the acclimatisation process. some examples of ways in which practitioners in early years settings can promote meaningful learning experiences is by developing routines such as when to eat and when to sleep. the importance of interacting with children and babies during these experiences is to help guide them into progress. Another example of a meaningful learning experience is babies learning how to feed themselves. this will majorly benefit them in the future and as they grow up as well as also treating the babies fine gross motor skills but the use of the babies hands and fingers, such as by picking up a spoon.

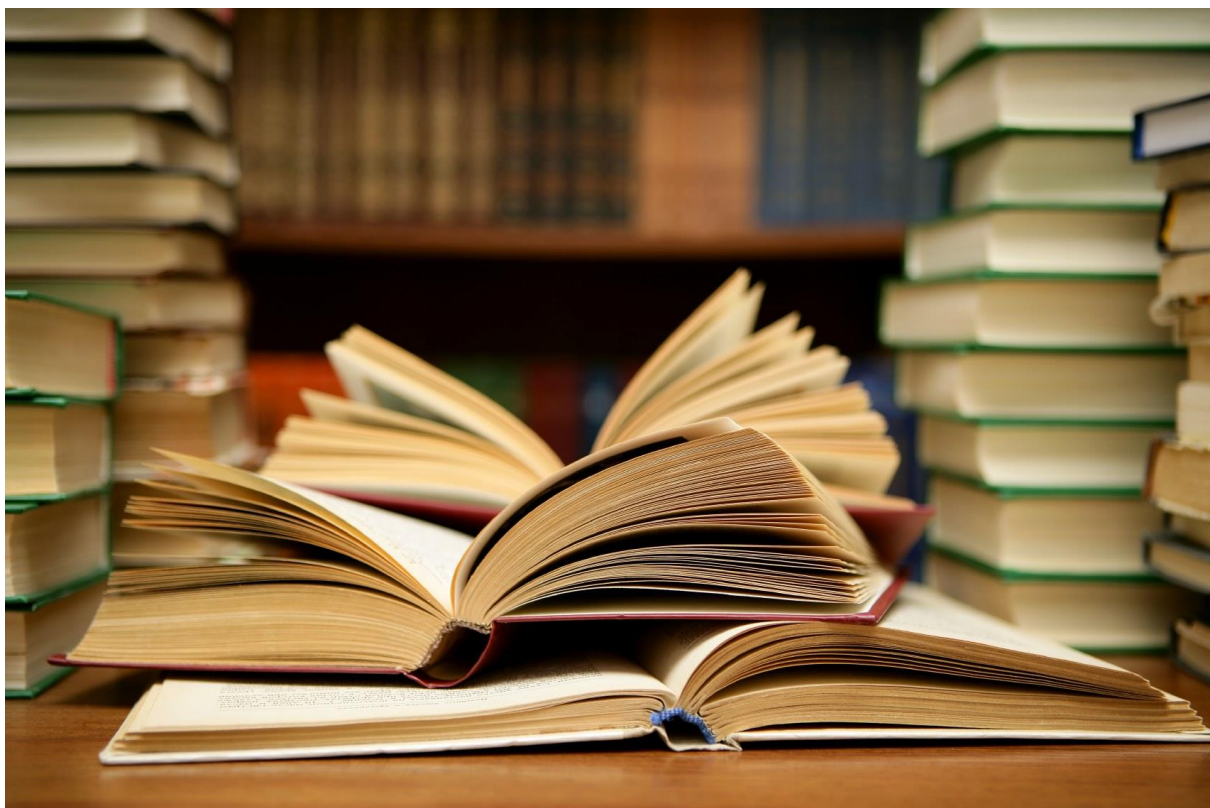
International Approaches



there is a vast majority of different international approaches to early years settings. some international approaches do things differently in comparison to exceptional care and some do things similarly. for example, by attending at Forest School it provides opportunity for comprehensive growth through a child-centered, inspired learning process. It is a sustained programme that encourages play, discovery, and risk-taking with support. By giving students hands-on, learner-inspired experiences in a natural environment, it helps them gain confidence and self-esteem. the process aids and encourages the growth of students' social, emotional, spiritual, physical, and intellectual selves. It fosters a supportive, friendly environment where students can take risks and try things out. A deep and profound connection to the planet and a knowledge of one's place in it are fostered by forest school. With their approach to risk, students continuously develop their skills by resolving problems from the real world while fostering resilience and self-belief. In addition, any other approach in early years setting that takes place in New Zealand is the Te Whariki. The Te Whariki which is the early childhood curriculum, places a high focus on learning through a variety of play activities. In order to foster play experiences that represent children's viewpoints and their

whnau's contributions, teachers have a responsibility. By participating with students in their imaginative and dramatic play activities to strengthen their learning dispositions and emergent skills, teachers can actively encourage children to grow in confidence. The Reggio Emilia method of early childhood education places the kid in control and views them as inquisitive persons with the capacity to grow and learn from their surroundings and the interactions they form with others. The core of the concept is the idea of the child as a subject of right. Children are seen as strong, clever people who should be given every opportunity to attain their potential rather than as having wants that must be met. Children are said to have boundless potential and a desire to engage with and improve the world. As a result, learning is driven by the kid, who actively participates in creating their own knowledge and is given authority over the learning process.

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