

Introduction

The ideas of health, well-being, and lifestyles will be discussed and defined in this poster, along with the significance of these concepts for early years. Furthermore, many theories and approaches will be examined and connected to early childhood education. The role of the practitioner in early childhood practice will also be covered, along with many ideas for how they might promote young children's health, well-being, and lifestyles to promote their holistic development. According to Underdown (2007) each child has the right to good health, both during their early years and as their foundation for their future. Children's health and well-being are significant and of themselves.



(Source: Simply Psychology, 2025)

Health, Well-being and Lifestyles

Health

According to Underdown (2007) A broad perspective on the determinants of health is necessary to ensure that children who are mentally and physically well have a higher chance of becoming happy, contributing adults. According to Howard et al (2020) a variety of factors contribute to mental health and illness, including biological factors like brain development and genetics, psychological factors like coping mechanisms, and how these factors interact with either positive or negative environmental circumstances or experiences. However, children can also go through the experience of ill health and mental health problems as the same as adults. According to Musgrave (2017) The achievement and maintenance of mental stability and physical fitness can be summarised as health and well-being. However, Physical, social, intellectual, and emotional components all contribute to health. Hormonal and physiological changes are certain to result in differences in how children and young people express their emotions and experiences as they progress through school Howard et al (2020) suggests that since children and young people will be teaching how to identify and regulate the ebb and flow of emotions as a result of the maturation process, it is necessary that mental health and well-being be implemented across the entire school. Therefore, Howard et al (2020) claims it is not just our responsibility to give all the children and young people in our care our best effort, but it also seems important that a school-wide approach to mental health and welfare is placed at the heart of the operations of the school. According to Harvard University (2022) for young children, all growth and development are predicated on their health. According to Welsh Government (2016) a child with a stable attachment will feel safe and confident that their needs will be satisfied. This encourages resilience and emotional self-control into maturity. However, the ability to build trustworthy relationships, resilience, and later physical, mental, and financial outcomes will all be impacted by preventing and treating attachment issues early. According to Adams (2023) diseases such as celiac disease can cause a variety of symptoms in children, including delayed growth, behavioural abnormalities, and digestive problems. Getting early diagnosing for diseases like celiac can prevent symptoms like this.

Key concepts

According to Marmot (2010) early childhood lays the foundation for almost every aspect of human development, including intellectual, emotional, and physical. From obesity, heart disease, and mental health to academic success and financial standing, what occurs during these formative years has a lasting impact on numerous aspects of well-being and health.



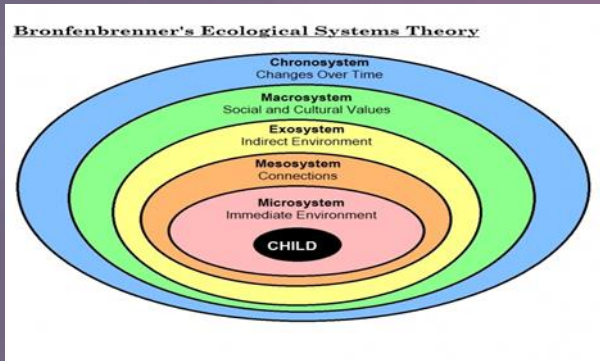
(Source: Coeliac UK, n.d.)

Wellbeing

According to Adams (2023) diagnosing celiac disease in children can be challenging because it frequently presents differently than in adults. From more minor symptoms like development delays and behavioural abnormalities to more serious ones like diarrhoea and stomach pain, symptoms can vary widely. The wellbeing of a child can be greatly impacted by identifying these symptoms and getting medical help as soon as possible. Well-being is multifaceted and impacted by numerous factors according to Bradshaw (2016) for children, it's not only about their academic performance, health, or relationships with their peers all these things and more are important. However, the primary focus of attention should be on children's wellbeing during their early years of life. However, Mainstone-Cotton (2017) claims that young children should have their needs met, feel safe, and feel important. According to Berlinski et al (2015) children well-being and the destiny of the nations in which they reside will be determined by the way they are raised. According to Underdown (2007) therefore, having a good sense of self-worth and being able to make a meaningful contribution are all components of well-being. Zacher and Rudolph (2021) feel that their emotional wellness is equally as vital as their physical health since it fosters the resilience needed to face life's challenges. However, according to Lynch (2019) academic performance and healthy growth have a strong connection with wellbeing. Although this push for wellbeing is seen as a top priority today, it has been steadily developing over many years as a necessary curriculum requirement, with the strongest links to the physical component. According to Marmot et al. (2012) considering this will affect the child's development, it is important that a child be nurtured and have their needs satisfied from birth to ensure their well-being. However, according to Statham and Chase (2010) the term of well-being is multifaceted, concentrating on children's present and future lives and including physical, emotional, and social well-being. McLeod (2018) suggests that Maslow, a theorist, created the Hierarchy of Needs, a theory that illustrates a person's needs. For the requirements at the top to be satisfied, the basic needs at the bottom, such as changing of nappy, feeding, watering, and comforting, must be met. According to Dowling (2014) a baby needs must be fulfilled in order for them to develop into healthy, content adults who feel cared for and have a high sense of self-worth. According to the Welsh Government (2022) achieving and maintaining mental stability and physical health is a sign of well-being. According to the NHS (2021) children who feel more well-adjusted have higher self-esteem and more physical advantages, such better focus and brain health.

Lifestyle

According to Thomas and Lewis (2016) creating positive habits and creating positive patterns of thinking being motivated. And grow up to be healthy, well-rounded individuals. According to Leitzmann et al. (2024) a lot of people's lifestyle choices will define who they are and will become. According to Musgrave (2017) leading a healthy lifestyle entail choosing nutritious foods and drinks, doing physical activity, and getting regular exercise. These activities not only help children stay in shape but also improve their mental and physical health by strengthening their bones and muscles. According to Wein (2021) maintaining a healthy lifestyle also requires having a regular sleep schedule, which can enhance a child's general mood, health, and cognitive function. According to Elliott and Davis (2020) the impact with how a child develops is through the environment that a child is growing up in. The exploring of Bronfenbrenner ecological system of which the theory of a child's progression that has a compound system that relationships of different levels are affected though the environments around them, close family members and education settings. Marmot (2020) suggest that children's health and well-being will improve when they live in a secure setting with parents or other caregivers who they feel they get along well and who provide them with affection and attention as well as good health and their well-being. According to Musgrave (2017) child's wellbeing and sense of accomplishment may both gain from encouragement to maintain motivation. According to Solomon (2019) to obtain a work together edge in terms of results for families and children, several evaluations and interventions must be coordinated and controlled. According to them, it makes the most sense to centre this kind of support on a familiar location. Most children attend school, and when experts are stationed there, they are approachable and well-known. However, according to Payler and Georgeson (2013) instead of working in parallel or sequential order, practitioners from many professions collaborate on a common task as part of multi-agency working. According to Gasper (2009) partnership working also refers to professional agencies seeking to enhance how they organize, prepare for, carry out, and evaluate their work as members of a team, each with their own unique perspectives and abilities but working well together as an integrated whole. According to CDC (2024) adverse childhood experiences, often known as ACEs, are potentially stressful incidents that happen to children between the ages of 0 and 17. Among the examples are, being subjected to abuse, neglect, or violence. And observing violence in the community or at home. Experiencing a family member's suicide attempt or death. Aspects of the child's surroundings that may jeopardize their sense of security, stability, and camaraderie are also mentioned. Growing up in a home with one is one example. Substance abuse issues, mental health issues, instability brought on by parental divorce. And instability brought on by incarcerated family members. However, CDC (2024) claims numerous additional stressful events may influence one's health and wellbeing. This can involve being without enough food, being homeless or living in unsafe housing, or encountering prejudice. This links with the UNICEF (2019) as article 19 defence against abuse, neglect, and violence the protection of children from all types of violence, abuse, neglect, and maltreatment by their parents or other caregivers must be the priority for governments.



(Source: The University of Aberdeen, 2017)

Multi-agency working

According to Payler and Georgeson (2013) instead of working in parallel or sequential order, practitioners from many professions collaborate on a common task as part of multi-agency working. According to Gasper (2009) to address the requirements of entire families in a consistent manner, partnership working offers opportunity for needs to be met both individually and collectively. The idea that children, parents, families, and communities should have access to a variety of developmental and support services is the essence of partnership functioning. Partnership working also refers to professional agencies seeking to enhance how they organise, prepare for, carry out, and evaluate their work as members of a team, each with their own unique perspectives and abilities but working well together as a cohesive unit. For identifying children's requirements, Hall (2005) suggest that it is the important role for the early years practitioners and to requiring for other agencies. Most children that have speech and language difficulties have been identified by the early year's practitioners. Strategies that can help supporting the child when waiting for more specific advice and interventions that will aid the children with their day-to-day performance of strategies after input from the therapist. According to Solomon (2019) to obtain a collaborate edge in terms of results for children and their parents, many evaluations and interventions must be coordinated and controlled. According to them, it makes the most sense to centre this kind of support on a familiar location. Most children attend school, and when experts are stationed there, they are approachable and well-known. According to Welsh Government (2017) families and young children from ages 0 to 7 are served by Designed to Smile. It promotes good dental hygiene by advising families, supplying toothbrushes and fluoride toothpaste, and promoting a dental appointment prior to a child's first birthday. A dental health program for children in nursery and primary school up to age seven. This involves brushing your teeth every day and applying fluoride varnish twice a year. The program is aimed at underprivileged schools and nurseries. The objective is for every child to have healthy teeth. Even while dental decay in early children can be avoided, the condition nonetheless affects a large number of children.

Conclusion

It is clear from the evidence of information in this poster that lifestyle choices, health, and well-being are all interconnected and have a significant impact on one another. As was mentioned, in order for young children to develop and grow healthily, it is important that they lead healthy lives, with a focus on having loving and supportive interactions. In order to avoid needless suffering, it's also important to detect chronic illnesses like celiac disease early. It is also clear that the practitioner is essential in promoting young children's good well-being, as well as the means and benefits involved in doing so. the Welsh government's recommendations on how to encourage health and wellbeing in early childhood practice in order to better assist children's development and guarantee their positive well-being.



(Source: Welsh Government, 2016)

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