

(Course Name: ECEY4005)

(Student Number: 2306721)

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A Digital Scrapbook To Convey What Students Feel Exceptional Care Should Look Like

3000 words
ECEY4005



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The first 1000 days



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What is the first 1000 days ?

The first 1000 days of a child's life are defined as the period from conception to two years of age, during this time the immune system, body, and brain develop the fastest.



‘Every parent has a story about the beginnings of their child’s life. Many of them are joyful, some are heartbreaking, but all of them are important. And almost all of them will have at least one thing in common: the desire to give their child the absolute best start in life.’
Butcher, P. (2017).



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Why is the first 1000 days important?

According to the Australian Government (n.d), a baby's experiences during their first 1000 days of life may have a lasting effect on their health and well-being. For this reason, protecting young children from violence, stress, and trauma is essential to their development. UNICEF (2013) also supports this in an extract where they state that from conception to two years old a person's first 1,000 days of existence is a significant time, when the building blocks for lifetime neurodevelopment, growth, and optimal health are laid. UNICEF (2013) stated at least 200 million children living in developing countries failed to meet their developmental needs. In developing countries, poverty and malnutrition are common causes of early mortality as well as many morbidities including poor health and, more covertly, a significant loss of neurodevelopmental potential. Gov.uk (2023) believes that from 2021-2022, 21% of people in Wales were living in income poverty, this number continues to rise so ensuring our children are provided with the correct nurturance and care is becoming more financially difficult.

Malik F, Marwaha R. (2023), talks about Piaget's idea. Piaget distinguished four phases in the growth of children. Children learn two phenomena during the first stage of life, the first 1000 days, known as Sensorimotor, described as causality and object persistence. Babies and toddlers control their surroundings and pick up environmental knowledge by using their senses and motor skills.



What is exceptional care?

The Maslow hierarchy of requirements is a five-tier concept that illustrates the necessity for human needs. Its five hierarchy levels emphasize the importance of safety, love, physiology, esteem, and self-actualization. The Maslow (1943, 1954) theory outlines the requirements at each pyramid level to reach the summit. Maslow (1943, 1954) contends that attaining the Pyramid's hierarchy, requires survival. He contends that because needs drive human behavior, unmet needs prevent us from thriving and realising our full potential. To meet the demands of each unique child, it is crucial to comprehend this.

Social care (2012). Discusses the 7 principles of care which supports Maslow's Hierarchy theory which we should follow; choice, dignity, independence, partnership, privacy, respect, rights, safety, equality, and inclusion, and confidentiality.



Maslow's hierarchy of needs

(Hopper, E. 2020)

<https://www.youtube.com/watch?v=S5iKIHcUsVQ>.

(First Things First, 2018)



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Why is this important ?

Gov.uk (2016). Pregnancy and early infancy have a critical role in a child's physical and mental development, which continues throughout maturity. Encouraging optimal maternal health is crucial for a safe delivery and a healthy birth weight, which provides the best start in life for the infant. Failure to abide by the criteria may be crucial and result in tiny and preterm infants, who will almost certainly have worse prognosis. The brain of an infant is shaped by its early experiences, which begins in the womb. The brain has a remarkable ability to take in information and adjust to its environment throughout the first two years of life. According to Harvard University (2011), brain development starts at birth and continues throughout life. An infant's experiences shape their developing brains in ways that are permanent to their brain architecture. All children and young babies' experiences mold their brains and determine whether they will be strong, underscoring the need to receive a higher degree of care. The billions of connections between individual neurons in the many regions of the brain make up the architecture of the brain. (Developing Child Centre, 2022).

Pacey (2023). implies that infants and young children require a lot of concentrated attention and the ability to establish a safe relationship with their career. It is crucial that, as practitioners, we adhere to regulations and procedures while providing each child with the outstanding care they deserve while they are in our care, even though parents are often the primary carers for their children. It's critical that carers and educators are kind, loving, and prepared to attend to their needs. Young children and babies require a clean, safe environment. Many high-quality toys, tools, and resources are available. Play and learning spaces both indoors and outside, wholesome meals and sociable mealtimes, and constructive relationships.

"Not more babies, but better brought up babies" was Watson's (1920) catchphrase. Watson (1920) stated that everything a child learns is through their interactions with their surroundings, supporting the nurture side of the nature-nurture dispute. Watson (1920) contends that since parents and other carers decide the setting in which their children are raised, they are ultimately accountable for the behavior in their future.



What is the role of an early year's practitioner?

UNICEF (2023) implies that since infants and young children are reliant on their caregivers and are unable to take care of themselves, providing a high level of care and demonstrating empathy and general care guarantees that you are a qualified expert. The convention on the rights of the child, adopted by UNICEF (2023), guarantees every child the right to existence, growth, and survival. It enables children to grow and fully develop on all levels: physical, emotional, spiritual, social, and mental. As practitioners it is important to always remain professional and support families and children. Gov.uk (no date). talking about the value of collaborating with children, parents, and multiagency groups. Communicating with parents and multiagency enables us to exchange information, learn about children's interests, and determine how best to assist them during their early years of education. According to Gov.uk (No Date), collaborating with parents enables professionals to understand their Children's routine and strive to maintain consistency between the home and nursery environments. This prevents babies and young children from experiencing too many changes at once.

Church (2022) states that research in early childhood education and care emphasises the significance of positive connections between children and educators whether they be parents, early years practitioners, or other family members. Good discussions are known to prolong and promote children's interests through language and sensitive response, which is crucial for kids' learning and growth.



(Learning college, 2022)



(Nash, Tom ed., 2022)



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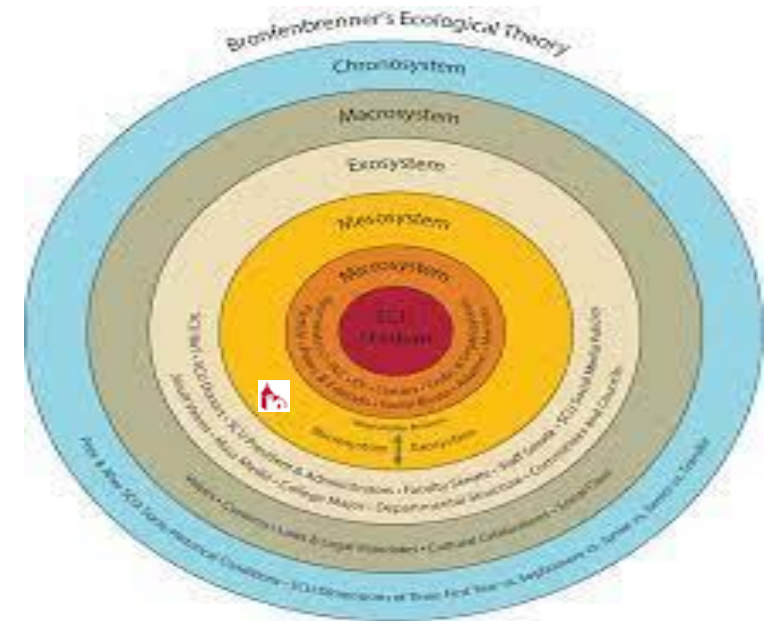
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The importance of effective partnership

According to Waltham Forest Council (2020), parents may actively participate in their children's education by being supported and informed about how children learn. This contribution has the potential to significantly and positively impact children's lives and subsequent results. Through practitioners' interactions with parents and families they can share information about play activities, and routines allowing children to learn about the world and their role in it. Parents and professionals may improve children's learning and development by collaborating. Children learn more in their first 1000 days than they do in any other period of their life.

According to the ecological systems theory developed by Bronfenbrenner in 1979, child development is seen as a complex system of interactions influenced by a variety of environmental factors, ranging from the immediate home and school context to broader societal values, laws, and practices. To examine a child's development, we need to consider both the child and their local surroundings as well as how they interact with the wider world. The microsystem, the mesosystem, the ecosystem, the macrosystem, and the chronosystem are the five systems that make up an individual's surroundings, according to Bronfenbrenner (1979). The level of ecological systems theory that has the most influence is the microsystem. The child's household and school are the most direct environmental settings in which they are found. Bronfenbrenner's second system (1979). The mesosystem, which involves the relationships between various settings including home, school, and nursery, is discussed in theory. He thought that strong relationships between the people and surroundings in the microsystem allow a child's growth to thrive and have a favorable impact.



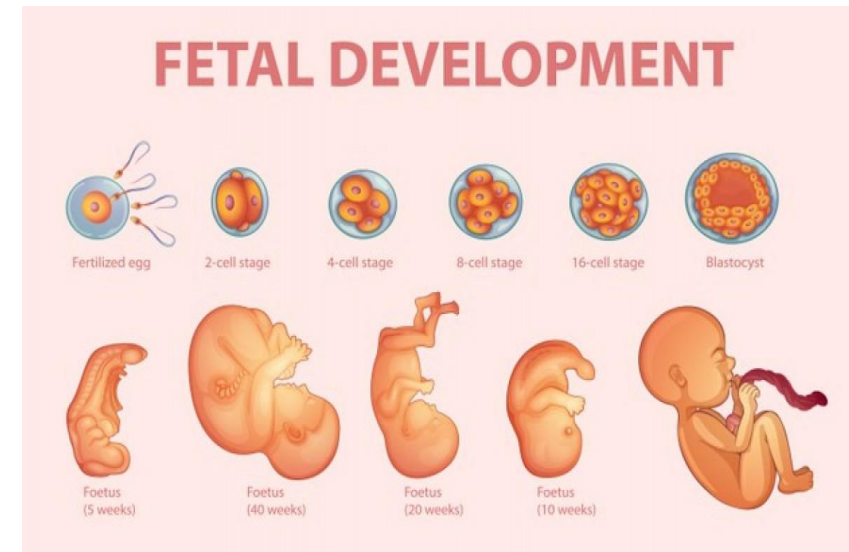
(Santa Clara University, 2023)



Maternal factors that can impact development

According to the National Centre for Biotechnology (2022), One of the most prevalent maternal characteristics that affects many aspects of foetal outcomes is undernutrition. More often than not, overnutrition or obesity is associated to issues from developing in an obesogenic environment and effects of gestational diabetes mellitus. Concerns regarding the attachment link between a mother and her child may arise from high levels of maternal stress as well as postpartum and prenatal depression. This realisation has altered the way that health care providers deal with expectant parents and developing children. According to Sansone, A. (2021). A mother's mental and social health throughout her pregnancy can influence the development of the fetus, the child's delivery, and the mother's adjustment to motherhood. The development of the child, the mother-infant attachment, and the mother's overall well-being are all significantly impacted by emotional distress experienced during and after pregnancy.

Expectant moms can access a variety of support systems, such as financial assistance, medical care such as checkups, and psychological support. When you find out you are pregnant, you are often allocated a midwife who will help you through the entire labor and delivery process. After that, you are assigned a health visitor who will visit you and the baby and check in with you to make sure you are both doing well. In support of this, the NHS (2020) states that you will typically see a limited number of healthcare providers during your pregnancy. Their goal is to provide your comfort both during your pregnancy and after giving birth. Most of the time, a single midwife or a small group of them will look after you both during your pregnancy and the delivery of your child. However, the midwife may arrange for you to visit several professionals in specific circumstances. They will provide you with all the information you need to get the financial support you need and ensure a safe pregnancy and delivery. Following delivery, you will be paired with a health visitor who is a qualified nurse who assists and informs families from the time of pregnancy until the child is five.



(Naseem, no date)



What are the challenges in providing high quality care?

Recruitment (n.d.) implies that although working as a practitioner is a wonderful and happy career, there are obstacles involved. It can be difficult at times to strike a balance between justice and discipline, familiarity and professionalism, and sensibility and enjoyment. Practitioners will face several challenges in their day-to-day job while managing children and meeting parental expectations. Through comprehension and resolution of these obstacles, teachers may improve their abilities, establish a constructive atmosphere, and leave a lasting impression on the children they look after.

In her book, Claire (2012) admits that she has struggled as a practitioner to apply parts of the EYFS's descriptors to infants and young children under the age of three. She gives an example of how difficult it is to find proof of a baby's growth in reading, writing, handwriting, problem solving, reasoning, and numeracy. Many practitioners struggle with this terminology since they are not commonly connected with newborns and young children. Claire (2012) also talks about planning activities for young children around cultural holidays like Chinese New Year and sees this as a challenge. Gradovski, et al. (2022) talks about how the staff-to-child ratio varies by country in the book. For instance, in Norway, there is one staff member for every three children aged one to three. In New Zealand, however, there is one employee for every five children. Being a practitioner has several challenges, not the least of which is maintaining ratios in the face of illnesses, bereavements, and other events. Maintaining the required practitioner-to-child ratio is essential for both staff and children's safety. Gov.uk (2018) states Early childhood educators must collaborate to exchange and offer as much data as they can on each child under their supervision. According to Gov.uk (2018), sharing information will help everyone understand their roles clearly when supporting each unique child. Without this, relationships will start to deteriorate, and the child will not be able to get the high-quality care they require.



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Nursery Resources (2019) notes that while communicating with parents during child pickup and delivery can be challenging at times, the EYFS aims to establish strong relationships via partnership working between key staff and parents. For children to have a positive early years' experience, make the most of their early education, and progress to predicted developmental levels, parents have the right to be heavily involved in choices concerning their child's care and education.

A setting with additional learning demands may also have an impact on the higher quality of care that certain children receive; it is crucial that practitioners involve all children and provide additional support and interventions for those who need it. According to Gov.uk (2023), certain children may have more complex requirements, and there may be concerns that the child may require more care or interventions to address those needs. All early year's providers must have policies in place to identify and support children with SEND and to promote equality of opportunity for the children entrusted to their care, as outlined in the EYFS. Curriculum, instruction, and childcare should be flexible to meet the requirements of the children. To create environments that are inclusive, providers should set high goals, be ambitious, and be open to experimenting with new ideas or removing obstacles to help children realise their full potential. Certain things may be differentiated to benefit a small child who might struggle with voice communication. For instance, introducing Makaton into songs and stories or providing certain children with a picture schedule to help them in their understanding of the routine.



(Tran, 2019)





Activities to help children in their first 1000 days



Babies and young children engage in loose part activities, according to Better Kid Care, (n.d.), where they investigate objects that are not often thought of as toys. Babies can experience open-ended learning with loose part activities where they can play with things like sand, soil, twigs, leaves, flowers, and shells. Instead of having adult guidance throughout their discoveries, children engage in self-directed, organic explorations with hands-on interactions. The preparation, direction, and documentation of open-ended learning experiences do, however, include adults in significant and deliberate ways. Contributors, et al, (2022) talks about loose part play activities in Montessori environments. Research shows that children are using the information they have acquired from working with the Montessori materials in novel ways and contexts because of the inclusion of Loose Parts Play in Montessori nursery. It is possible to evaluate children's comprehension, interests, and thought processes. Practitioners can now see the qualities of successful learning in action and help children grow in these areas. Another excellent method to help children work peacefully and collaboratively is through Loose Parts Play. It allows children to apply their knowledge and critical thinking skills in a social situation and demonstrate teamwork to generate new concepts and understanding. Froebel's idea of play, which holds that play is the foundation of learning in early infancy, is likewise supported by the Froebel Trust (2020). He claims that children compare their perceptions of the world with their own encounters with it. The Montessori materials are all natural items found outdoors that let children explore and learn about the world.

Action for Children (2022) claims that sensory play is a lot of fun. It also has a lot to offer in terms of child development, such as assisting children in realising how their actions impact the world around them. improving problem-solving skills, memory, difficult activities, and brain growth. According to Kabel (2022), Piaget suggested that to direct a child's cognitive development, they require experience. He proposed that children assimilate new information through sensory play and retain it for future use. Essentially, he made the case that this kind of play was essential to a child's brain development. Toddlers love using all their senses to explore their surroundings. Play that engages a child's senses, or sensory play, enhances cognitive development and impacts how your child perceives the world. Play that stimulates every sense that your child uses are, in essence, sensory play. This contains taste, sound, sight, smell, and touch. However, it also addresses balance, mobility, and spatial awareness. A child's senses are not fully formed when they are born. As infants, young children, and preschoolers investigate their surroundings through their senses, they only gradually develop. With every novel sense-related experience they acquire, their brain's architecture expands through the development of new nerve connections. But it also deals with movement, balance, and spatial awareness. A child's senses are not fully formed when they are born. As infants, young children, and preschoolers investigate their surroundings through their senses, they only gradually develop. With every novel sense-related experience they acquire, their brain's architecture expands through the development of new nerve connections.

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International approaches

Five student-centered, play-based methods to education include; Montessori, Steiner, Reggio Emilia, Froebel, and Forest Schools. These dominate early childhood education (Drew 2023).

The Montessori method uses resources from the environment, non-intrusive teachers, and classrooms with many age groups. The cognitive-constructive theory is its focus. The Steiner method employs natural resources and has a single instructor work with the class for an extended period, but it forbids academic study or technology until the student is 7 years old. The Steiner method accepts a humanist perspective on education. The Reggio Emilia method emphasises democratic ideals and gives children the freedom to engage with the community and work in groups. In classes with mixed-age students, teachers collaborate in pairs to enable younger students to pick up knowledge from their older peers. The sociocultural philosophy of education serves as the foundation for the Reggio Emilia method. Like Montessori, the Froebel method views instructors as gardeners who help their pupils "bloom like a flower." Age-appropriate toys and activities are given to children, which helps with their cognitive development. Another strategy, called "forest schools," includes children taking chances and letting them learn outside in the forest. This method views children as whole beings. (Lorina, 2023)

According to Drew (2023), all five systems have modern viewpoints that support play-based learning. On the other hand, their opinions on technology, mixed-age classrooms, and the degree to which the instructor interferes with their education vary greatly.



(Howells, 2023)



(Study, no date)



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