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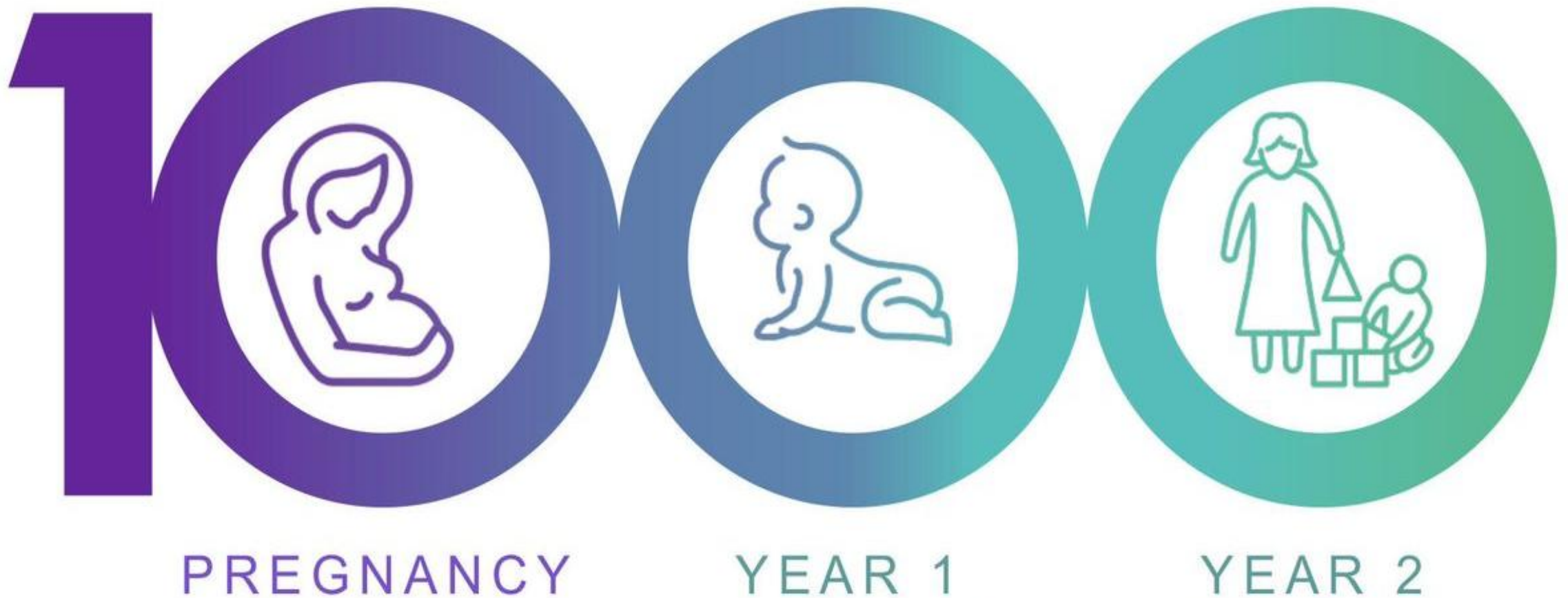
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AI cover sheet

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

The First 1000 Days

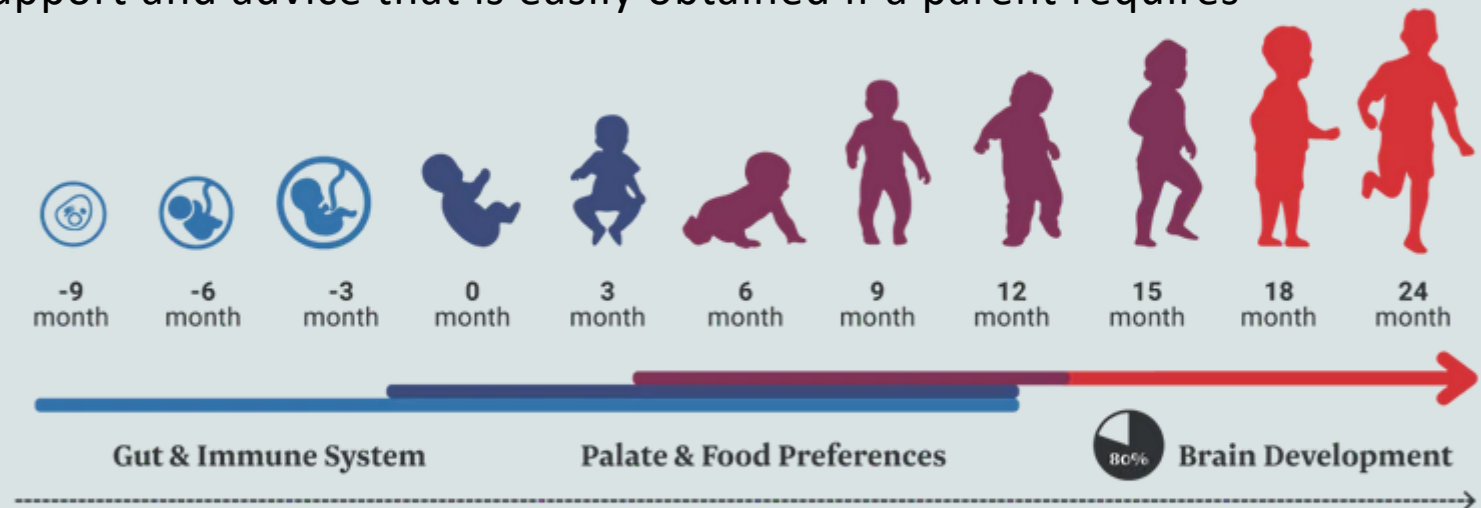


What is the first 1000 days and why is it important?

The first 1000 days starts from conception to twenty-four months. This offers the parent to produce an opportunity which can shape the child for a healthier and prosperous future. There are three stages of the first 1000 days, and they are pregnancy where it is crucial for the mother to be attending antenatal care appointments and gaining information about all the necessary nutrients and supplements the mother needs to provide the correct nutrition to the baby as this is their only source for attaining nutrients. A mother will need to have a healthy and balanced diet which will also support the child's growth and development within the womb, there are various ways of a mother being able to support and their child's development through ensuring that they are taking care of themselves as well as their unborn child. A mother needs to be able to self-care and have a calming, stress free pregnancy. However, this is not always the case and there are support and advice that is easily obtained if a parent requires this information.

Further reading

https://youtu.be/XCscN4zuvd4?si=fhjXqVYXhGa9o_Sd



A healthy diet

According to Eldridge, *et al.* (ND) the health of a child can be affected by their parent's health and lifestyle. A woman's health through pregnancy has significant impacts on children's health.

Pregnant women need to have a good healthy diet during pregnancy to ensure the child is getting the nutrients, they are advised to take folic acid throughout the first twelve weeks of their pregnancy. The developing child obtains all the nutrients needed for their growth and development from the mother via the placenta. Once the baby is born the baby will then get all the nutrients from their milk, breast milk or formula until the baby reaches six months. At which point the baby should be getting other foods alongside their milk.

According to Stanford Center for Health Education (2021) by a mother eating a variety of healthy foods helps to give the baby specific nutrients that help the baby's body to grow and develop properly. Preparation of the food is effective by properly cleaning off their fruit and vegetables and cooking foods such as meat and eggs to ensure they are well done will help to prevent bacteria to the mother and the unborn child.

Nutrition During Pregnancy			
	Examples	How Much*	What They Do
Grains 	- Whole-grain breads** - Whole-grain cereals - Corn products (tortillas, cornbread, etc.) - Oatmeal - Pasta - Rice	8–9 ounces every day At least half should be whole-grains. 1 ounce is: 1 slice of bread, 1 cup of cereal or ½ cup of cooked rice or pasta	- Provide energy. - Provide fiber to keep you from being constipated. - Provide vitamins and minerals.
Vegetables 	- Greens (beets, collards, turnips)** - Kale** - Spinach** - Swiss chard - Green beans - Broccoli** - Green or red pepper - Carrots - Sweet potatoes or yams - Tomatoes and tomato juice - Winter squash - Brussels sprouts** - Potatoes - Zucchini - Cabbage - Cauliflower	3–3½ cups every day	- Important for healthy cell growth, skin and bones. - Provide vitamins and minerals. - Provide fiber to keep you from being constipated.
Fruits 	- Apricots - Kiwi - Cantaloupe - Red or pink grapefruit** - Mango - Melons - Oranges** 100% juice with calcium - Strawberries - Apples - Bananas - Berries - Grapes - Honeydew melon - Peaches - Pears	2 cups every day	- Provide vitamins and minerals. - Provide fiber to keep you from being constipated. - Needed for tissue growth and repair. - Help body absorb iron.
Oils 	- Canola oil - Safflower oil - Olive oil - Sunflower oil or seeds - Nuts - Avocados	7–8 teaspoons every day	- Control blood pressure. - Prevent swelling. - Create and control hormones. - Form all body cells.
Dairy 	- Milk (skim or lowfat) - Lactose-free milk - Soy milk with calcium - Lowfat yogurt - Lowfat cheese - Lowfat cottage cheese - Tofu with calcium	3 cups every day	- Dairy and soy products contain calcium and protein. - Develop strong bones and teeth. - Develop muscles, heart and nerves.
Protein 	- Chicken or turkey - Lean red meat - Fish (salmon, light tuna, trout) - Beans (kidney**, pinto**, garbanzo) - Lentils and peas** - Eggs - Peanut butter	6½–9 ounces every day 1 ounce is: 1 egg 1 tablespoon peanut butter ¼ cup cooked beans A small hamburger, chicken breast or piece of fish equals about 3 ounces.	- Provide protein. - Build body tissue and blood for you and the baby. - Build baby's bones and teeth. - Keep you healthy during pregnancy. - Contain iron.
Fluids 	- Water - Milk - Soups (low salt) - Fruit juice (100%) - Carbonated water (salt-free)	8 glasses every day	- Needed because your body fluids increase during pregnancy. - Help your kidneys function well.

*Food group amounts based on 2400–2600 calorie diet

**Foods high in folic acid

Pinterest, (ND)

Smoking in pregnancy

- It is essential to stop smoking during pregnancy as smoking restricts the essential oxygen supply to the baby. This harms the baby and makes their heartbeat faster. Smoking is also linked to miscarriages, stillbirths and sudden infant death syndrome, there are risks of the baby getting pneumonia, bronchitis and chest infections (NHS, 2023)



CHT. NHS

NHS, (ND)



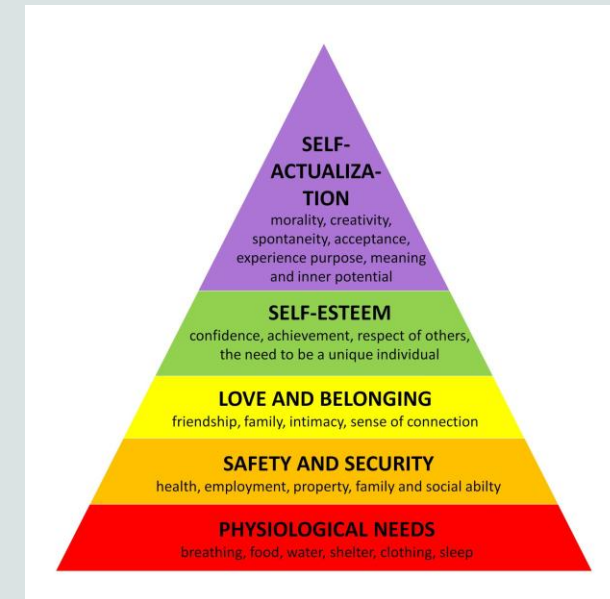
Alcohol in pregnancy

According to NHS (ND) drinking alcohol during pregnancy can harm an unborn child as it passes in the mother's blood through the placenta into the baby and can significantly impact the baby's development. A foetus does not have a fully developed liver to process alcohol. During pregnancy alcohol consumption increases the risk of miscarriage, premature birth and having a low birthweight. There are many risks to the child after birth such as they could struggle with their learning and behaviours, they may also struggle with hyperactivity and impulse control. The child may also face struggles with their communication development, and this can impact their speech. There are many organisations that an expecting mother can turn to if they alcohol addictions such as: Drinkaware, we are with you and alcoholics anonymous NHS, (ND).

Caregiving

Caring for the baby following birth includes feeding, this is crucial for the baby and their development, however it also adds a crucial time for the parent or caregiver the opportunity to bond with the child. According to NHS (ND) it is an important opportunity to give the baby the best start in their life through the early years as these shapes their rapidly growing developing brain. The experiences the baby/child experiences during this time with their caregiver is what makes connections in their brain. Also, according to NHS (ND) when warm and loving responses are being given to the baby's needs, this is laying the foundations for their future health and happiness. Nappy changing is also a primary opportunity as the child will have their needs met during this. By talking and singing to the child using eye contact with warmth and love, the caregiver will be meeting their needs and giving the baby reassurance through the process.

These needs link to Maslow's Hierarchy of Needs connecting to the first three stages of the pyramid. During these crucial bonding moments, a caregiver is meeting the baby's basic needs, their personal security and their love needs. Physiological needs are the most basic needs to progress in their development a baby will constantly need to have their basic needs met by their caregiver. When a child feels safe, they will be happy and content in their environment, a child will feel safe with their caregivers in a happy, warm and loving environment. Through caregivers showing the child love, they are showing them that they belong with them and are safe which will help the baby to thrive and develop further (Sprouts, 2017).

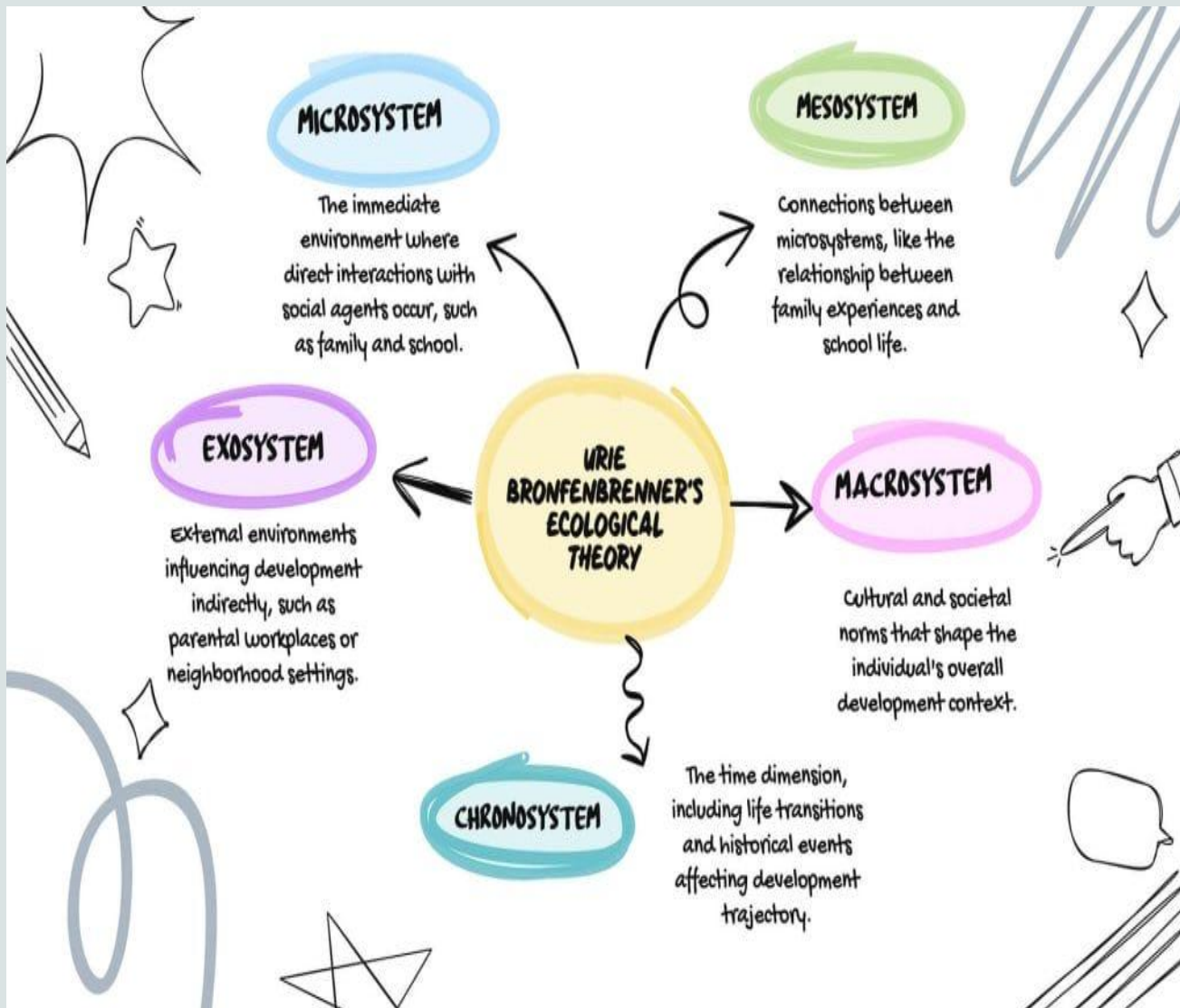


Mcleod, (2024)

The role of an early year's practitioner in supporting children and their families in the first 1000 days is to plan and prepare age appropriate, activities that are engaging and stimulating, working with them and learning through play. A practitioner will observe and monitor the child's progress of their developments and achievements, which the practitioner will share with the parents Online learning College, (2023). A practitioner will safeguard all the children in their care by having up to date training and extensive knowledge to be able to care and protect the children and their families and being able to report any concerns to other relevant outside agencies. The practitioner is the first port of call for parents when their child attends a setting, they will be trustworthy, friendly and have strong communication skills, they will build a strong caring bond with the child in their care as well as the parents Online learning college, (2023).

The role of an early years practitioner

According to Fowzee (2024) the Early Years practitioner will understand the level of development the child is at in order to plan the child's needs and abilities effectively. They will understand the child's needs and cultural values to prepare and include all children in their planning. A practitioner will be able to effectively communicate well with the parents to gain an in-depth knowledge of the child and build a strong professional relationship with them to benefit the child. It is crucial that an early year's practitioner is confident when working with multiagency as it may be necessary to work together to best promote the child's wellbeing and report any concerns that they may have.



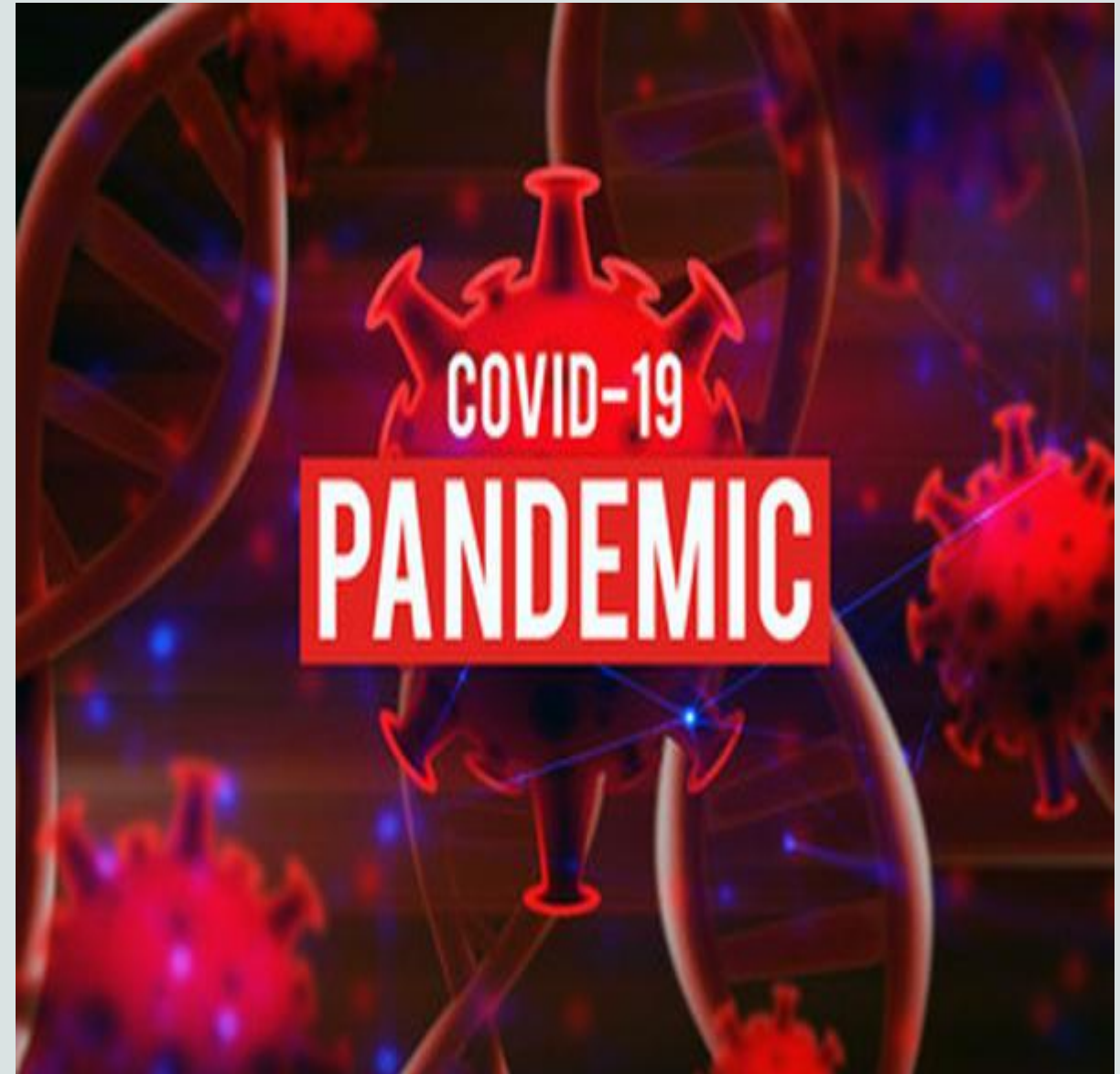
Urie Bronfenbrenner has significant impacts on early years, his theory is highlighted in areas related to children through supporting creative environments which create a sense of belonging and building strong relationships. The practitioner will help the child to form strong relationships with their families, peers and educational settings, whilst helping them settle into new environments and routines. They will work with other agencies to ensure smooth transitions and a continuity of their learning. A practitioner needs to understand how the environment will influence a child's development, as well as their family, community and society. The practitioner will provide a stimulating environment which helps to form the child's social, emotional and cognitive growth. Duffy,(2022).

Early Years TV

Challenges

There are many challenges in providing high quality care in the early years and this is due to many factors. Work force issues contribute a high challenge, and low wages have a critical impact to staffing in the early years sector which ultimately forces many settings to have a high staff turnover. This in turn can have a negative impact on the children as it will mean having to adjust to new faces and their behaviours. That can likely impact the children's needs being met, especially the children with additional learning needs. Impacting the quality of care, they are given, if there is a new practitioner in a setting that does not know the child they are working with, there is a barrier that they need to break through to form a relationship and bond with the child as they will not know the child's needs and abilities and can hinder further development for the child Jones. A, *et al.* (2024). Interactions are highly important when working in the early years, not all practitioners are able to gain the same interactions and that will put a burden on the other practitioners in the setting by having to keep them up to date with what is required of them and how to plan appropriately for the children in their care. Mental health is a high factor in challenges within early years as practitioners will feel the pressure of the low wages and staff turnover and force them in to doing extra work to cover the new practitioner's, whilst also negatively impacting on their own personal development, if there is not enough staff to cover ratio's then there will be less opportunity for training and the possibility of having to do training in their own time outside of their contracted hours, which in turn can impact their personal lives Jones, A. *et al.* (2024).

The pandemic had a negative impact on children in the early years. According to Coram family and childcare, (ND) there was an impact on the speech and language sectors due to delays across all age group, and children had less opportunity to develop their communication skills. There was a struggle for children to adapt to the new situations and missed out on vital opportunities to socialise and to also develop their self-regulation skills. Their physical development skills were highly impacted due to not being able to have access to outdoor areas and activities such as parks and woodland areas.



Activities

Loose parts play offers children the opportunity to use their imagination and creativity whilst constructing their ideas to create their own play opportunities and develop their own skills whilst using everyday items. Using open ended materials such as sticks, buttons, wood, the children can construct limitless play opportunities for themselves and gain knowledge and insight into creating and fulfilling their own play. Children gain skills such as leadership where they are taking control of their own learning, socialising with other children through the activities, their creativity will shine through as they develop the open-ended opportunities of creating and improvising with the natural resources. Most of the natural resources can be found out whilst they are exploring the outdoor areas Western international school of Shanghai (2021).



(Parry, 2021)

There are many similarities between Montessori and the Reggio Emilia approach they are both formed as a constructivist theory. They are both, child focussed by allowing the child to lead the activities and learning through their own interests, the child is seen as a whole, and the holistic overview is catered for rather than focussed on certain aspects of a child's development. The role of a practitioner is to prepare the environment with the natural resources and materials. Both approaches set out to use all natural resources and make the environment to be homelike with real life objects and natural lights, including plants and greenery. They both have a heavy focus on learning through the child's interests and their focus. Promoting value and positive relationships between the children, the environments and the practitioner.

the differences are the age ranges that the approach is set out for where Montessori was originally based for 3- to six-year-olds however this was adapted to from birth. Reggio Emilia is based for birth to six years. Montessori has mixed age groups having a range of ages and abilities, whereas Reggio is chronologically grouped by ages. Each approach has a lot of similarities and differences however the focus of them is the child being at the centre of the focus (Hapa Family, 2021).

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