



(Logan's Plate, 2019)



(Cleanpng, no date)



(Vectorstock, no date)



(Community medical centre, 2018)



What is the first 1000 days



The first 1000 Days are counted from the moment they are conceived up until two years of age. (Pregnancybirth&baby, 2022)

During this window the brain, body and immune systems develop and grow.
(Pregnancybirth&baby, 2022)

The first 1000 days is the time where a child's future health and development are important for life.
(Bushell, 2020)

Jenkin (2023) points out to address differences in people's lives and to reduce the conflicting effects on people's future wellbeing the first 1000 days study was accredited by the government.

The first 1000 days window not only forms his/her ability to grow and learn but whether the child will survive. It is during this period the basic physical and organizational systems develop.
(Unicef, 2017)

It is a demanding window for physical, cognitive and social development for a child also the opportunity to grow and learn. However, the importance of malnutrition needs to be considered.
(Lawler, 2023)

There are many factors that are important within the first 1000 days such as health, child's development, well-being, brain development and nutrition. This scrapbook will concentrate on brain development and nutrition.

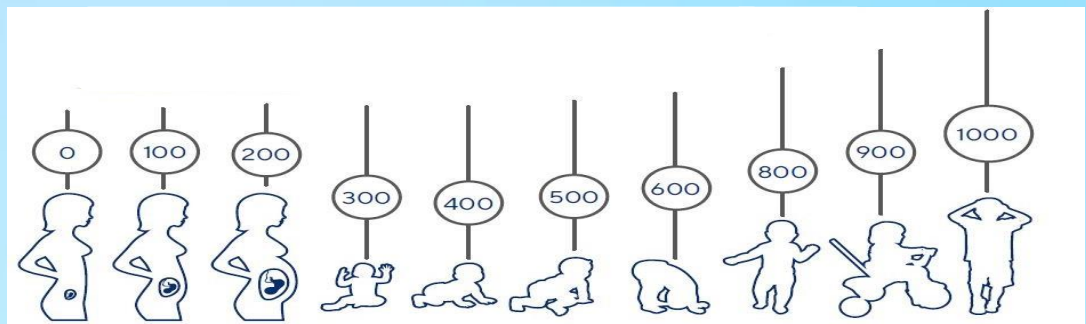




Brain development



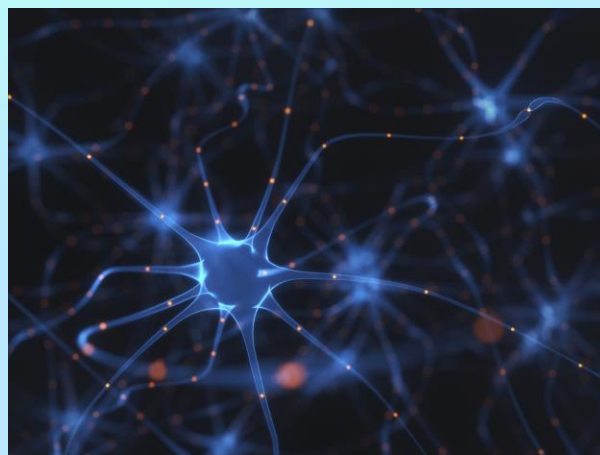
Jenkin (2023) says the building blocks of body and brain development are shaped within this time. It is an essential stage and if they are shaped well the outcomes favor to be good.



(Ausnutria, no date)

What shapes a child's brain development is dependent on the aspect of a child experiences positive or negative during the first few years. What makes all the difference is the quality and quantity of care as well as stimulation and interaction they obtain to help with brain development. It is through everyday experiences that children have that develop brain connections.

(First things first, 2023)



The command center of the human body is the brain. When a baby is born, they have all the brain cells that they will have for the rest of their lives. The early childhood years are the most essential for making these connections.

(First things first, 2023)

During the first 1000 days the brain develops the quickest other than any other time in life. The sort of person they thrive into builds upon how the brain accommodates its environment.

(Pregnacybirth&baby, 2022)

Lawler (2023) claims that during the first 1000 days 80% of the brain develops. At this time the learning qualities, memory functions, visual sensory systems, information processing systems and audible systems are formed.

Brain development

Even though the basics of a functioning brain are shaped before the birth brain functions continue to evolve after birth and are highly altered by sensory stimuli.

(Sosa and Roundy, 2023)

For excellent brain development it depends on good nutrition for both the mother and the baby. To support an appropriate neurodevelopment within the brain it needs key nutrients such as various vitamins, iron and protein. To do so requires access to quality food as well as adequate and safe nutrition. (Al-Zwalni, *et al.* 2020)



The most important surroundings on a child's brain development is the relationships they build with adults in their life. (First things first, 2023)

There are 1000 new neural connections that are created in a child's brain during the period of 1000 days. (Likhar and Patil, 2022)



(Cgiclinic, 2015)

For the brain to evolve a healthy process is needed and there's a couple on things to aid this process such as experiences with other people and the world, openness to toxins as well as appropriate nutrition.

(Law ler, 2023)

For optimal brain development it requires two important components, food and feeding.

(Bushell, 2020)

Brain development during pregnancy

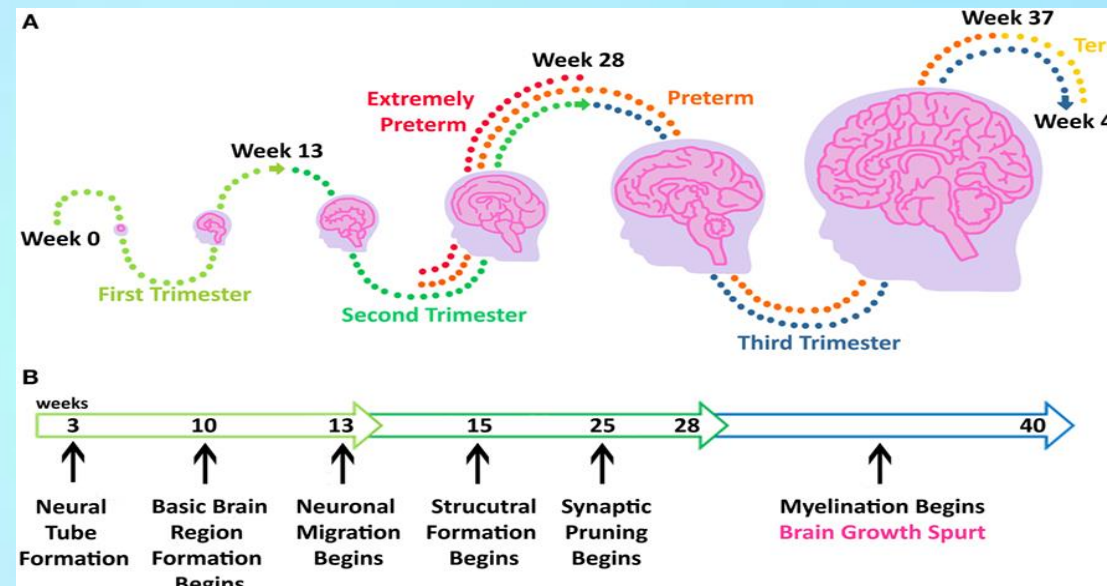
When a baby is conceived the brain development starts and it is highly important for the mother to have plenty of fatty foods and omega-3 it is also necessary for the mother to have DHA as it contributes to the baby's brain and retina during pregnancy. DHA- Guides the progress of the brain stem, cerebrum and cerebellum. Also, a part of the cell membrane in the brain, eyes and nervous system. (Feed mom me, 2021)

25 days after conception neuronal connections in the brain dawn. The connections flourish at extraordinary speeds during pregnancy.

(Sosa and Roundy, 2023)

Soon after conception the baby's brain starts to flourish, and it will continue to flourish until early adulthood.

(Sosa and Roundy, 2023)



(Frontiers, 2018)

During the second trimester brain tissue and more nerve connections are formed. The cerebral cortex starts to take place during the third trimester and starts to take over from the brain stem that will prepare the baby for future learning.

(Pregnancybirth&baby, 2022)

According to Bushell (2020) During the third trimester and the first two years of an infants' life the brain growth is at its most rapid. What happens during this time lays the foundation for their motor skills, social development and their cognitive abilities.

Lawler (2023) claims that the first trimester is an essential time to aid and establish a healthy normal development.

The connections that are built in a baby's brain in the womb and during the first trimester permit the baby to move around.

(Pregnancybirth&baby, 2022)

Nutrition



Nutrition's are vital and is imperative for the brain's development and growth. During the period of two years the infant's coordination, ability to create and recall memories as well as motor functions such as balance and posture are known to develop.



The nutrition you give your baby in the first one thousand days, from pregnancy to 2 years could affect their health forever.

It's a critical window of opportunity.

(First 1000 days, no date)

For a child immediate and long the results can be caused by nutrient deficiencies, and this is at a time when the neural systems and functions are not fully developed within the infant.



Breastmilk contains a verity of nutrition, hormones and growth factors and is the idealistic food for brain growth and development during the first two years of life and an imperative part of growth.

There are immediate effects of malnutrition on early brain development and those include..

Impaired cognitive and motor functions- This may include adjustments in attitude or behaviors, problems with vision and may include issues remembering as well as following instructions.

Poor growth including stinting and wasting- Stinting happens inside the liner growth whereas wasting happens over a short period of time, but both develop from lack of nutrition.

Also, weakened immune system where they are more prone to get infections and are more likely to become ill for longer periods of time.

Nutrition from pregnancy to 12 months

9 months – 0 months (Pregnancy)

A healthy and balanced diet before pregnancy as well as during aids the developing embryo to be nourished it also aids the mother to create the finest bodily reserves in expectation for breastfeeding. During the pregnancy malnutrition may cause complications associated to the placenta, embryos, fetal development, fetal growth, conception, perinatal problems and maternal/paternal fertility. That is why strong nutrition is very much desired and observed as not only will it affect the baby but also the mother. Folic acid is necessary to help the brain and spine of an infant. It also helps in blood production.

0 months- 6 months (Best time for breastfeeding)

During a baby's first six months of life breastmilk is the idealistic diet. Breastmilk contains all the nutrition's that a newborn requires as it is specially formulated to meet their needs. This six months is a window of opportunity where the breastfeeding aids to balance nutrition and is unrivaled by any other food. Breastfeeding guarantees that a newborn acquires the finest start in life. It may not be possible for all mothers to breastfeed due to complications so the newborn with start life on formula which also has all the nutrients needed for them. But breastfeeding it highly favored.

6 months- 12 months (Introduction to solid foods)

When offering solid foods, the rate of their growth as well as their hunger are two aspects that need to be evaluated. When an infant grows to the age of six months introduction to solid food can happen and is advised to start with semi-solid food such as scrambles egg, cottage cheese, porridge and yogurts so that the infant can get used to the big transition that is about to happen. This age coincides with the neuromuscular maturation that is needed for eating solid foods.

12 months (Transition to family diet)

From the age of twelfth months onwards the infants should be encouraged to eat many different meals. At this age they should be encouraged to eat and drink all by themselves. During this time, as they try unfamiliar food it may take between 8 and 15 times for them to accept it. As they get older the intake of protein, vitamins and minerals increases. As well as these their requirements for energy. It is recommended that the child consume 1000 calories a day to strengthen healthy growth.

A infants health depends on appropriate nutrition.

Importance of care and support

An effective, meaningful and honest relationship with the parents/carers is an imperative part of the practitioner and key person. (Brodie, 2018)



For babies and young children, being cared for and being primary to someone is meaningful for their physical, social and emotional health and wellbeing. (Brodie, 2018)



During children's childhood their values, knowledge, understanding, capacity, skills and relationships change. (Gradouski *et al.* 2020)

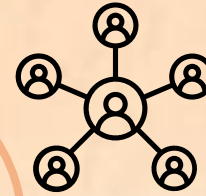


Practitioners

When practitioners are engaged with infants from birth to two there are four key importance of education and those are a balanced relationships and communications with delicate and receptive adults. A focus on play-based activities and routine which allows children to take the lead in their own learning. Support for communications and language. And opportunities to move and be physically active.

Practitioners that have babies in their settings are required to have a range of skills such as being there both emotionally and physically. They will have a duty of high levels of care along with instincts to pick up on the small cues that may indicate stress or happiness as well as thinking about their education. Practitioners accompanying babies in their settings must be responsive, flexible and closely observant with the infants in their care.

Practitioners need two interdependent skill sets those are to have the ability to communicate effectively and sensitively with the parents and meet the care and educational needs of the children. (Brodie, 2018)



Parents/carers

Parent/carers role- For a baby to grow in the direction of a well matured child and adult they confide fully in the parent/carer to attend to them and embolden them to reach their full potential. (Bushell, 2020)

The communication between parents/carers and practitioners depends on information from both sides. But a practitioner depends on the knowledge of care routines and soothing techniques from the parents/carers. (Brodie, 2018)

The concerns affecting both children and family can be helped by joint approaches and different kinds of cooperations and have been around for some time. For example, medical services, social services, schools and social care agencies all work together in partnerships for the benefit of the infant. (Gasper 2010)

As a caregiver has direct contact with the infant the infant can get an understanding of how the caregiver may accommodate with their needs and understanding of the signals they make. (Tardos, 2010)



Holistic care and development

Practitioners are a key part of holistic care and development.

(Brodie, 2018)

Practitioners should pay close attention to each individual's behaviors, spiritual instincts, intellect, emotional, social and physical development by taking a holistic approach.

(Foundation education 2023)



Key elements of holistic development

Cognitive- the development of problem-solving, reasoning and comprehension and can make an impact on a child's intellect.

Language- the development of speech and being able to gasp and repeat sounds and words.

Social- Emotional- to develop the abilities to engage with others and create relationships. And to be able to recognize emotions within the relationships.

Physical- to aid the development of fine motor and gross motor abilities that can help a child be fit and healthy.

(Linkedin, 2023)



The meaning of holistic care development is that from birth the learning growth and development of infants are interdependent and concurrent.

(Brodie, 2018)

Holistic development aims to develop physical, intellectual, emotional, cognitive and social abilities in children. In the early stage of life these skills may be enhanced and will prepare children for difficulties and challenges that they may encounter in everyday life as well as in the

future. (Linkedin, 2023)



What lays the foundation for children's academic and personal growth is the flow-on effect of holistic development which also contributes to their confidence, self-esteem and relationships.

(Foundation education, 2023)



Children develop a positive attitude to learning by experiences and curiosity's that have gone well and will pursue with them throughout life.

(Foundation education, 2023)



Holistic care and development have five key conditions for quality when practitioners are working with the infant between birth and the age of two.

- The quality is having knowledgeable and capable practitioners supported by strong leaders.
- A stable staff team.
- Effective staff development
- Secure yet stimulating physical environments and engaged
- Involved families

(Brodie, 2018)

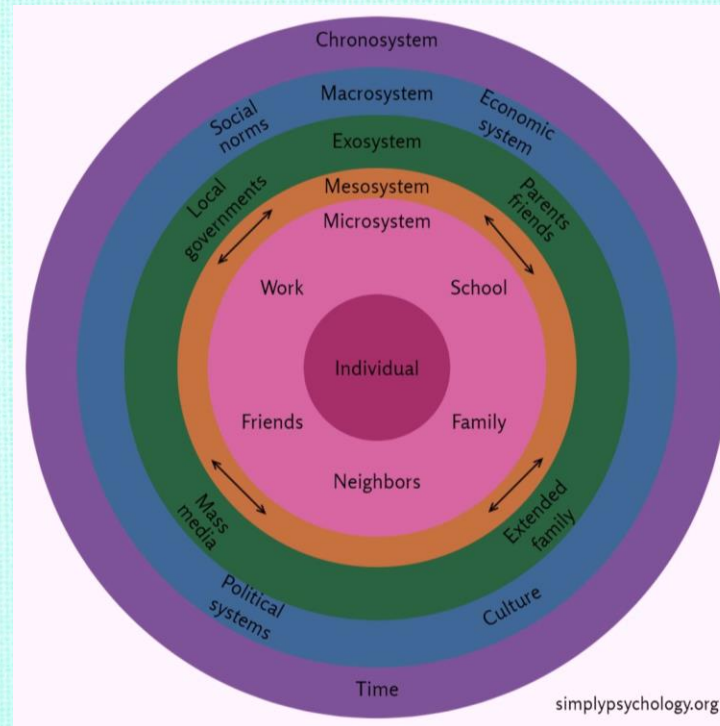
Bronfenbrenner - Ecological system

Bronfenbrenner's theory is the ecological system and viewpoints the child's development as a complicated system of relationships affected by various levels of surroundings and environments from immediate family and school settings to vast cultural values, laws and customs.

Bronfenbrenner divided the person's environment into five different systems Microsystem, Mesosystem, Exosystem, Macrosystem and Chronosystem.

1 Microsystem- It consists of the persons in direct contact in the child's environment these include parents/carers, siblings, classmates, teachers and neighbors. The relationships that are built are altered by other people and can influence the child's environment.

3 Exosystem- This level pinpoints and integrate other formal and informal social structures that may affect the child such as their parents job schedule and moods at home due to work. This level is where things do not directly interact with the child but the effects and influences that can affect microsystem.



2 Mesosystem- Individual microsystems do not change independently in a persons but are attached and make an impact upon one another such as providing consistency across both environments and open communications between parents/carers and teachers.

4 Macrosystem- The effects of a child's development reside in how cultural elements may affect attitudes, social conditions and cultural beliefs. The macrosystem does not refer to specific environments of a developing child but the already fixed community and culture in which the child is developing.

5 Chronosystem- This is the final level is connected to transitions during a child's lifetime. It is environmental changes that can be predicted such as starting school, a new sibling but may also be unpredicted changes such as moving school, death in the family, change of home, parental divorce which may cause stress.

Environments

During a child's early life John Lock highlighted that the environment is notably powerful as the mind in at its most absorbent. He pointed out that through the link between behavioral repetition, feelings, thought, imitation, rewards and punishments are all determined by the environment in which the infants are in.

(Lifespan Development, no date)



The Pickler Approach

Respect for children's capability's- Children are intelligent, capable and curious individuals that deserve the respect and support from adults for how they grow and learn right from birth.

Not intervention but support- for children to build their own sense of competence a caregiver should trust the child to lead their own learning by encouraging them and offering them support and not to walk them through new skills.

Emphasis on observation- to understand each child's individual needs, personalities and strengths caregivers should use reflective informed observations.

Unhurried time- Caregivers should be available for one-on-one time with the child and should not be rushed.

All the above qualities define the early education environment on which Picklers approach hopes to establish.
(Hathaway, 2021)



Piaget's theory of cognitive development has four stages, but the first stage corresponded with the first 1000 days and that is the sensorimotor stage.

Piaget's sensorimotor stage focuses on movement and seances. The information that an infant gathers through sensory experiences aids them to make sense of the world.

(Aubrey and Riley, 2019 p,44)



According to Aubrey and Riley (2019, p.42-43) Piaget's theory of cognitive development is that learning occurs because of infants' interactions with the environment, Nonetheless children must build their knowledge by making meaning of their experiences for learning to occur.

Aubrey and Riley (2019, p43) claims that according to Paiget infants have natural schemas that allow them to create mental plans or representations that help them generate new schemas.

The first 1000 days play, and activities are important for the child's development.

Activities

All activities help with all aspects of development.

Loose parts play

Loose parts play is a sort of play that is limited by imagination and can have endless possibilities. It is objects such as household items that may include tins, pots, curtain rings, cotton reels and pegs. Other natural objects such as stones, sticks, leaves, sand, mud, shells and feathers. As well as household items and natural items loose parts play may include other objects like ribbon, laces, playdough, slime, Lego, stike bricks it may even include water and pipes.

these objects can be used in loose parts play as there is no rules or instructions to go with them its all in the imagination of the child. They are not described as toys but everyday objects that can be collected, shared, moved, merged and staked and have endless possibilities.

What children will gain from loose part play is creativity and invention. They will also gain abilities that meet each of the seven areas of learning which are,

Expressive arts- where they can have opportunities to explore materials.

Understanding of the world- Role play with various of loose parts.

Literacy- Making up stories with objects.

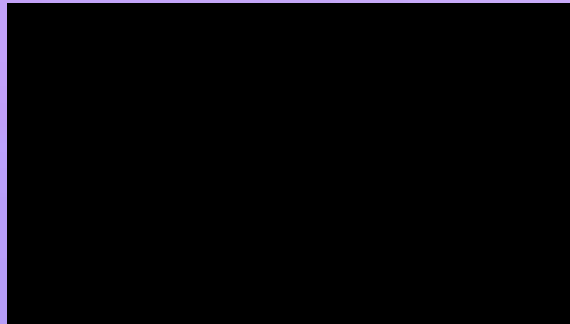
Mathematics- Counting objects, looking like various shapes and sizes of objects also measuring objects.

Communication and language- Vocabulary of various materials, conversations during shared play.

Physical development- Improving gross and fine motor skills as well as learning how to handle, carry and lift objects.

Personal, social and emotional development- They can engage in independent play as well as playing alongside others, make choices and share objects.

(Pacey, 2019)



(Wehrell-Grabowski, D. 2019)



Activities

There are many other activities that are important such as water play where infants can play with various objects like sponges and cups all in the water. Play through food such as rice, pasta and breakfast cereal. Play with paint by letting the infants experiment with paint by handling it and painting with it.

(NCT, 2018)



(Lizzy 2023)



(Stacey 2014)



Froebel claims that children who have open adventures with the world will gain a better perspective of it. He says that the highest analysis of human development in children is play. Froebel also maintains the priority of physical and mental health of children is understood along with the condescendence of emotions, thoughts and spiritual aspects. (Early education, 2021)



(Nanny'n me, 2019)

Robin, C. (2020) says that Piklers triangle is a climbing frame to encourage movement, and not to put the infant on the frame but to let them explore it safely when they are ready.

Robin, C (2020) states that the bridge encourages a baby to crawl underneath and to pull themselves up, the staircase encourages toddlers to climb, therefore it helps with the movements they will need later in life such as climbing steps and stairs as well as walking and helps with gross motor skills.



(Highwayto freedom, 2019)

The discovery and investigation of how an infant's own initiative facilitates motor development was the Pikler approach. (Tardos, A 2010)

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