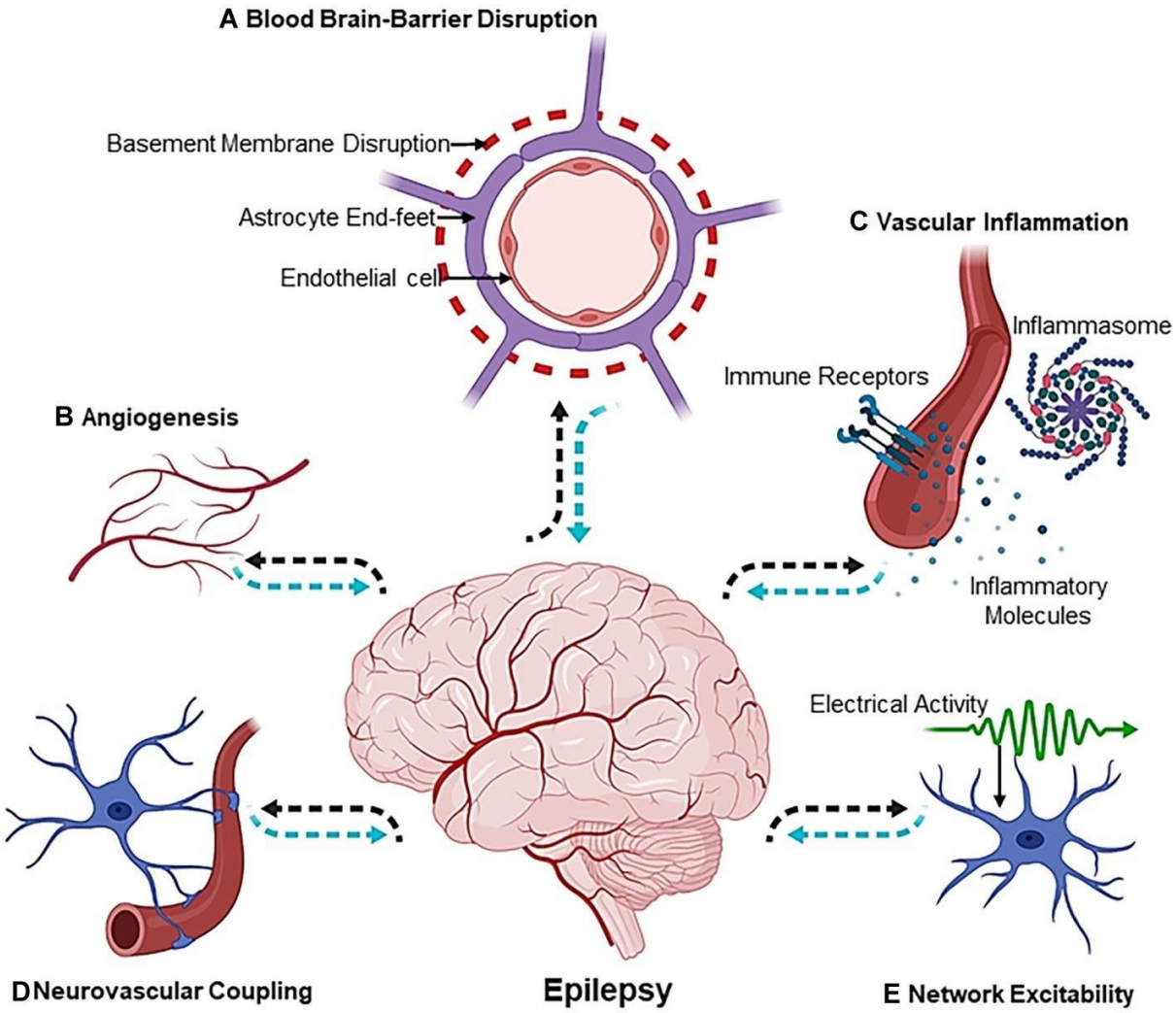
The first 1000 days

What is the first 1000 days?

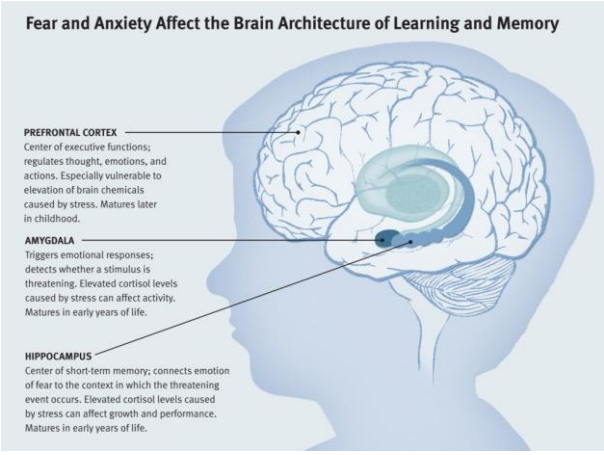
(NHS wales Cwm Taf Health Board, 2011) states that the foundations of optimum health, growth, and neurodevelopment across the lifespan are set during the first 1,000 days of life, which generally corresponds to the period between conception and one's second birthday. The first 1000 days are thought to be a time of enormous opportunity as well as great fragility (FHI Solutions LLC, 2018). How effectively or how poorly mothers and children are nourished and cared for throughout this era has a substantial impact on how well or how poorly a child can develop, learn, and thrive. This is due to the fact that a child's brain begins to grow and develop during the first 1,000 days, which is also the time when the building blocks for their long-term health are laid.

Brain development



(NHS wales Cwm Taf Health Board, 2011) emphasise that although the human brain continues to expand and change throughout life, the last trimester of pregnancy and the first two years of life are when it grows and changes significantly. The human brain is a smooth, bilobed structure that resembles a coffee bean around five months after conception. (NHS wales Cwm Taf Health Board, 2011) state that by 9 months, term birth, it resembles the adult brain significantly more, with gyri and sulci indicative of high complexity. The visual and auditory cortices, as well as the hippocampus, are rapidly developing brain regions at birth. The prefrontal cortex, which will handle higher-level processing like attention, and language processing areas also see substantial growth in the first postnatal year. (NSPCC, 2021) state within the first years of life, a child's brain creates 1 million new

neural connections every single second. Their brain growth depends on having helpful, uplifting interactions with their parents and other adults. However, it goes beyond simply singing or talking to the infant. When you and the child engage with one another, the brain is being built. It involves following their lead and responding to their actions. (Prado and Dewey, 2014) contend that healthy brain development requires a balanced diet. Because pregnancy and early childhood are crucial times for brain development and lay the groundwork for the development of cognitive, motor, and socioemotional skills throughout childhood and adulthood, diet is particularly crucial during these times. So, according to Prado and Dewey (2014), inadequate nutrition during pregnancy and early childhood is likely to have an impact on a child's cognitive function, behaviour, and productivity throughout the academic years and into adulthood. By focusing on this formative stage for the prevention of nutrient shortages, persons and societies may experience a long-term and wide variety of benefits. (Harvard University, 2015) emphasise that the absence of responsive interactions poses a major threat to a child's development and welfare. Threat perception sets off biological stress response mechanisms, and their over-activation can damage growing brain circuitry. The detrimental effects of toxic stress may make the missed opportunities for growth brought on by inadequate or ineffective connection worse if there is a continuous lack of responsiveness. This complex impact of neglect on the developing brain demonstrates why it is so harmful in infancy. Additionally, (Harvard University, 2015) think it serves as an example of how effective early interventions are likely to produce significant gains in the form of enhanced long-term parenting, health, and academic achievement for future generations.



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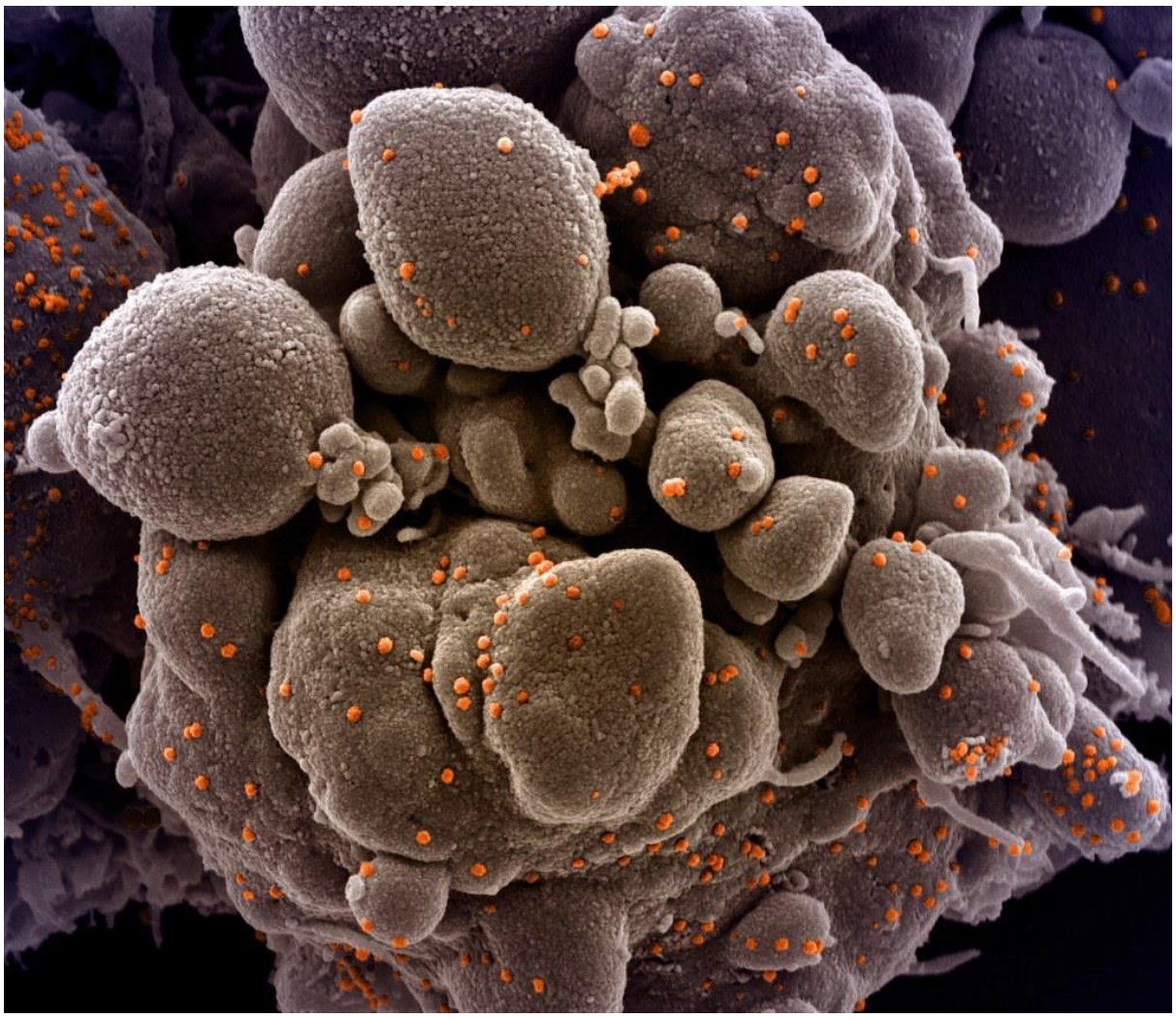
Environment

According to (Early Years Matters, 2022), environments play a significant role in supporting and fostering children's development and learning. In enabling environments, babies and young children are encouraged to play because they feel at ease, at home, and comfortable there. When children feel emotionally safe and secure, they can explore and learn about the surroundings they are in as well as the objects they can see, touch, move, or manipulate. The three factors utilised in the EYFS to characterise the environment are the emotional environment, the outdoor environment, and the indoor environment, according to (Early Years Matters, 2022). These three components make up the play and learning environment in the EYFS. (Monkey Puzzles Day Nursery, 2022) acknowledge that conducive environments—both indoors and out—produce crucial learning environments that ought to be cosy and fun for all toddlers and infants. (Monkey Puzzles Day Nursery, 2022) For kids to take care of their own learning and develop into resilient, self-assured adults, the environment's core components must be engaging and stimulating. Variation is vital for fostering awe and wonder, enhancing those remarkable events and locations of interest that spur conversation and investigation. (Monkey Puzzles day nursery, 2022) also state that a setting should be stimulating and thought-provoking, providing opportunity through a balance of brand-new and well-known play possibilities. This provides opportunities for risky play that encourage children to test their limits with adult guidance (Monkey Puzzles day nursery, 2022) believe. A supportive environment should also contain tools and graphics that are representative of the children and infants using them. According to (The open university, 2021), Vygotsky gave more consideration to how kids interacted

with their classmates, adults, and the people in their immediate social and cultural context. (The open university, 2021) state that his idea held that children's cognitive development began with their first social interactions and advanced to the individual level when they began to internalise their education. According to Piaget's theory of the interaction between nature and nurture (Martin, 2017), children's thinking started to develop from infancy, and each new experience or challenge contributed in the development of that thinking. For babies and young toddlers, being outside may be an amazing sensory experience. (NCT (National Childbirth Trust), 2019) emphasise the significance of giving infants and toddlers more opportunities to experience the outdoors, noting that babies will find the eye-catching sights on offer while you take them for a stroll outside to be quite appealing. Toddlers appreciate the chance to discover new places and interact with natural objects. Included were pinecones, leaves, and puddles.

The effect Covid 19 has had on babies and young children



The research show that this disruption has an impact on children (Coram Family and Childcare, 2021). Speech and language deficiencies were noted across all age groups as a result of children having fewer opportunities to practise their communication skills at home. Children lost out on opportunities for socialisation and self-control since it was difficult for them to adjust to new situations. (Coram Family and Childcare, 2021) A young child has an inborn need to attach to one primary attachment figure. The children's physical development, particularly their motor skills,

worsened as a result of spending fewer hours outside and more time participating in sedentary activities, according to (Coram Family and Childcare, 2021). Early childhood educators are very concerned that the achievement gap between children from less affluent families and their wealthier counterparts is expanding due to the development gap (Coram Family and Childcare, 2021). Children from disadvantaged backgrounds have missed out on more early education and care than their peers. (Coram Family and Childcare, 2021) The pandemic has brought to light the critical role that daycare plays in promoting children's development and acting as a key support system for the economy by enabling parents to work. According to (Coram Family and Childcare, 2021), the pandemic has caused fewer children to use childcare services, and those who might benefit from it the most are the ones who are missing out. Due to this, access equality has further diminished.

Communication and Language

Kelly (2016) is confident that singing nursery rhymes and other songs to young children can help them develop their language and communication skills from an early age. Adults might add props, music, or musical instruments to their lesson plans to make this type of learning more entertaining. (Kelly, 2016) also recognises that children will be more engaged if they have a fun experience, and they will be more likely to sit and sing along. As it provides a wonderful opportunity for children to get to know their friends, singing nursery rhymes can also aid in the social skills development of young children. It is best to sit next to one another and hold hands throughout the song to promote the development of those social skills. According to Kelly (2016), as children develop at different

rates, using nursery rhymes will support a child's communication and language development at whatever stage they are at. For instance, although younger children may still be learning new words, older children may be be learning to rhyme.

According to (GOV.UK, 2020), children's speech develops from babbling to words to simple sentences when they interact with people for hundreds of hours. Studies have revealed that babies' vocabulary expands quickly as soon as they begin to understand words. (GOV.UK, 2020) Toddlers can recognise 50 words on average by the time they are 1, 1,000 words on average by the time they are 3, and 10,000 words on average by the time they are 5. Kids with a large vocabulary learn more. They can use language to interpret the world. The EYFS prioritises communication and language development, making it one of the key pillars for all the other categories, according to (GOV.UK, 2020). Later achievement is difficult.

https://www.youtube.com/watch?v=ZvMeKnJWQz4&t=31s

(Simply Psychology, 2022) state that Vygotsky's theories focus an emphasis on the fundamental importance of social interaction in the creation of cognition since he was a firm believer that community plays a significant role in the process of "making meaning" (Vygotsky, 1978). In contrast to Piaget, who believed that children's growing must always come before their learning, Vygotsky argued that "learning is an essential and universal aspect of the process of creating culturally ordered, specifically human psychological function." According to Vygotsky, language develops through social interactions in order to improve communication (Simply Psychology, 2022). According to Vygotsky, communication with the outside world and the most potent instrument available to man are language.

An Adults Role

Since play and learning are linked and have an equal impact on children's development and general wellbeing (Birth to 5 Matters, 2018) believe that effective early years provision gives equal focus to each of these areas. Relationships, emotional components, and physical interactions are all part of care. (Early Years Matters, 2022) state that early years pedagogy is primarily centred on how practitioners interact with children physically, touch them, and organise to satisfy their physical care needs. For physical care activities like dressing, washing, feeding, sleeping, changing, and toileting as well as children's play and learning, effective provision requires reflection on and planning. (Birth to 5 Matters, 2018) emphasise that the environment should be such that physical caregiving is given the time and consideration it needs to produce scenarios that are worthwhile and pleasant for both the infant and the caregivers. Physical care events are valuable opportunities for the practitioner to spend one-on-one time with a child and support their positive sense of self and wellbeing through focused interaction and attentive care. These occasions also allow for the development of secure, trustworthy relationships that give babies and young children the confidence they need to explore and play. (Birth to 5 Matters, 2018) state that there are plenty of possibilities for continuous discourse, repeating and recalling events, and concentrated attention during these periods, all of which are crucial for developing cognitive skills that enable learning in general. (Monkey Puzzles day nursery, 2022) strongly believe that respectful interactions are necessary for providing respectful care also states (Birth to 5 Matters, 2018). The practitioner acknowledges the child as a free and equal human being with whom they are working in cooperative interaction and takes a respectful caring approach. Everything is done by an adult "with" the child rather than "to" the child, making care events into cooperative dialogues where the child feels competent, acknowledged, and respected as a person. Practitioners should keep in mind that now is the ideal moment to establish trustworthy bonds with children and to proactively assist their growing sense of self. You must get to understand a child in order to help them learn and grow, (Rymanowicz, 2015) believe that you may

accomplish this by encouraging their play. Talking about play might encourage toddlers to play. Simply by participating in a child's play, adults can encourage and extend it. Children can discuss their games with adults. According to (Rymanowicz, 2015), when children observe adults engaging in play, they infer that adults value them and respect their choices. Playing with the children in your care makes them feel welcome and shows them how much you value what they do. Your proximity to them and your presence can teach kids things. According to (Rymanowicz, 2015), adults who are welcomed can improve a child's understanding by actively participating in play and helping them make new connections. This can be helped by modelling positive interactions or behaviours. According to (Rymanowicz, 2015), adults are in a position to intervene whenever a circumstance arises where a child might need help, whether it be an interpersonal conflict, an issue, or a safety risk. It's crucial to keep in mind that kids also need chances to practise problem solving and conflict resolution on their own. (Montessori, 2021)As according Maria Montessori, "Play is the child's work." When allowed the freedom to explore their environment through fun activities, children can learn an incalculable amount about their surroundings. Children can learn and play at the same time in a disciplined environment like a Montessori classroom.

International approaches

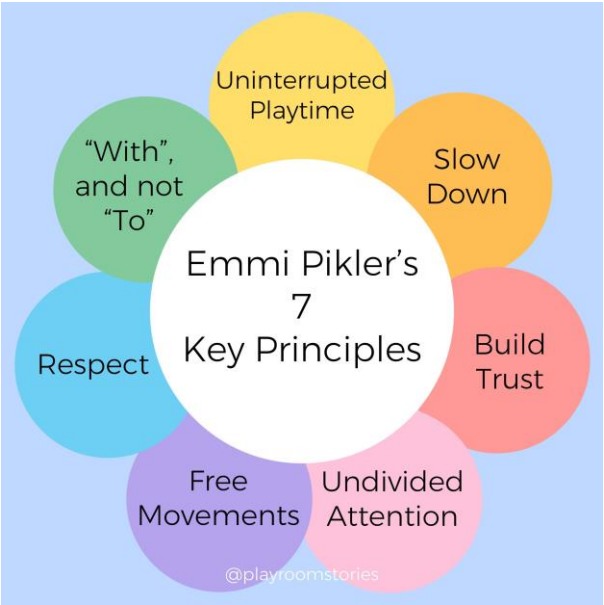
(Reggio Emilia Approach, 2019) An educational philosophy known as the Reggio Emilia Approach® is based on the notion that children have rights and tremendous developmental potential. Through the 100 languages that everyone speaks, this youngster learns and grows in social interactions. This educational programme, which has become a benchmark around the world, is regularly updated and expanded by the public preschools and infant-toddler centres in Reggio Emilia. (Reggio Emilia Approach, 2019) Loris Malaguzzi, a significant figure in the history, worked with the Municipality, a number of local governments, and people, notably women, to build and grow Reggio Emilia's network of municipal infant-toddler centres and preschools. Early childhood education using the Reggio Emilia approach puts the child in charge and sees them as inquisitive individuals with the capacity to learn from their environment and the relationships they develop with others (Berg, 2020). The premise that a child is a subject of right is the concept's central tenet. Children are seen as

strong, clever people who should be given every opportunity to attain their potential (Berg, 2020) believe rather than as having wants that must be met. (Berg, 2020) Educators work closely with parents and conduct research on children to better understand how each child learns. Teachers will then appropriately organise and modify the learning process, activities, and resources based on the child's interests. (Berg, 2020) Because they think that the learning process is far more significant than the final output, teachers create in-depth projects using data from parents, observation, and the children's interests.

https://www.youtube.com/watch?v=O9Zo_ch2so4

(Hei Schools, 2022) state that Finland's approach to early education is based on the idea that childhood is an important stage of development. Children are regarded as unique people and full beings, and their overall development, health, and wellbeing are given more attention than just their academic performance. Children that are confident and capable in their social, emotional, and cognitive abilities will be educated (Hei Schools, 2022). Children's creativity, curiosity, and self-expression, as well as academic abilities like algebra and linguistics, can all be developed through this all-encompassing approach. (Hei Schools, 2022)Transversal competencies they acquire prepare students for success in further education. (Simply Learning Tuition Ltd, 2018) state that The Finnish early childhood education does not have a formal curriculum, as the word "daycare" suggests. If a child expresses a particular interest in learning how to read and write, they may be taught letters and numbers. (Simply Learning Tuition Ltd, 2018) Children learn from themselves and others through interaction and play, which is the focus of this curriculum. Supporting the children' balanced learning, development, and growth is the aim. (Simply Learning Tuition Ltd, 2018) believe that they gain social, leadership, and interpersonal skills as well as knowledge of the value of forming relationships. (Simply Learning Tuition Ltd, 2018) emphasise that play, exploration, and social connection all promote learning. Building strong foundations in self-awareness and social competence is thought to avert problems later in life, when a lack of these abilities can interfere with learning.

(The Pikler Collection, 2012) TThrough tender moments of care, motor development that happens at a naturally paced rate, unrestricted movement, and uninterrupted play, the Pikler method is focused on fostering a caring and respectful relationship between adults and an infant. (The Pikler Approach, 2021) Pikler understood that by providing polite and very compassionate care routines, newborns and toddlers form safe bonds and grow to have positive self-concepts and an awareness of their abilities. (The Pikler Approach, 2021) She discovered that doing so allowed the babies to freely explore their bodies and surroundings without being interrupted by an adult. (The Pikler Approach, 2021) Pikler understood that by providing polite and very compassionate care routines, newborns and toddlers form safe bonds and grow to have positive self-concepts and an awareness of their abilities. (The Pikler Approach, 2021) She concluded that by doing this, the infants were free to explore their body and environment without being interrupted by an adult. Never attempt to force a baby to act against his or her will or before the child is ready. Instead, the carer will devise ways to put the infant at rest.



1 - (Hermes, 2020)

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