

Exceptional Care for The First 1,000 days

Why are the First 1000 days important?





What are the
first 1000 days?



The first thousand days from pregnancy to the age of two offers a crucial window of opportunities to create brighter, healthier futures. The first thousand days are a time of tremendous potential and enormous vulnerability. How well or how poorly mothers and children are nurtured and cared for during this time has a profound impact on a child's ability to grow, learn and thrive. This is because the first thousand days are when the child brain begins to develop and grow and when the foundations of their life long health are built. research in the fields of neuroscience, biology and early childhood development fights powerful in hindsight into how nutrients, relationship, and environments in the first thousand days between a woman's pregnancy and a child second birth shape future outcomes.

Nutrients, it's particular, plays a fundamental role in a child's development. all nutrients in the first thousand days can cause ill if this ability damage to a child's growing brain, affecting ability to do well in school and in good living – and make it harder for a child and a family to raise health poverty. It can also set the stage for later public obesity, diabetes, and other chronic diseases which can lead to a lifetime of health problems(1,000 Days)

Activity Ideas



1 - Outdoor play



2 - Water activity



3 - Sensory Play



4 - Role Play Activity

The benefits of these activities are to develop their Gross and Fine motor skills, as well as find out what certain textures feel like. The benefits of a role play activity, is to develop an understanding and independence in daily life activities. This means that we as childcare professionals need to be good role models. The outdoor environment encourages learners to use their imagination, build cognitive skills, acquire social skills and set the building block in place to develop the child's holistically. play is a skill that comes naturally to every child. Play is the key from many developmental skills such as building on fine motor cognitive development and more (Hooven 2017). The benefits of play are immense as child children gain knowledge through their play, increase their problem-solving abilities through games and puzzles, strengthen their language skills by modelling other children and adults, allowing children to be creative while developing their own imagination while discovering, investigating and exploring the world in which they live them (Anderson-McNamee & Bailey 2010). Sensory play plays an important role in a child's learning and development. Much of our learning comes to our abilities use our senses to routine information. Please a lot of fun. It also offers many benefits for our children's development, including: helping children understand how their actions affect or surround them, supporting brain development, enhancing memory, complex tasks and problem-solving, developing find motor skills through tackle play (useful when children want to hold a pen use scissors for example), supporting language development, communication and social skills, enhancing memory and observation skills, encouraging creative and independent thinking, emotional regulation by providing a calm effect on children's and greedy or anxious feelings. Some children may have a sense sensitive at a or need. Every child was a sense recent to is different, and then needs may change over time(Action for Kids, 2022)

Professional Partnership/ Relationships





Having Partnerships is working to gain knowledge of the key concept which is the core of social and educational policy since the start of the millennium. There is evidence of a shift in emphasis at government, local, and setting levels away from a 'top-down' approach towards a 'bottom-up' approach. The shift came from a fundamental change in the philosophy which included recognizing the importance of working with other service users more closely to find help to identify needs and how they can be met. (G. Michael, SAGE, 2009)

Environments



The environment we create in our setting, indoors and outdoors, should be central to children's authentic experiences. We should continually monitor and review the effectiveness of the environment and adapt accordingly. During the early years, exploration of the environment is a key driver for development. Through exploration of their environment, children begin to develop a sense of belonging and an appreciation of the world around them. It is essential that we consider not only the physical space but also the environment climate of our setting. The environments will provide for wide and varied

experiences that allow children to express themselves physically, creatively and imaginative, and allows them to safely follow their interests, independently or with others. We should offer opportunities for children to experience a sense of awe and wonder and which ignite curiosity about the world, motivating children to explore, solve problems, and develop their creativity and critical thinking. We should ensure the environments in our setting are welcoming and promote a strong Welsh ethos. They should celebrate and value diversity, and demonstrate inclusivity. They should be communication rich and focus on promoting emerging communication skills and developing them further. The environment should ensure that children have access to a broad range of authentic resources to help build vocabulary and facilitate concept development. A well-planned and organized environment will scaffold the development of children's understanding of mathematical concept, for example through visual and practical opportunities to experience number, shape and pattern in authentic contexts, both indoors and outdoors. (Welsh Government, 2022)

Current Challenges





It is the job of a practitioner to ensure 'good quality' setting, to be rather like a loving parent? Practitioners sometimes speak as if the role is like that of a parent although they are often careful to say it is not the same as a parent (E. Peter, G Elinor, S. Dorothy, 2011). It's like you are sort of their second mum as should because you're like their parent during the day because you do everything with them that a parent would do with them on a Saturday or a Sunday or any other day that they don't come in so it's like you've sort of really got that back stage role it is sort of similar I support... it's a nice feeling, it is like sometimes when it is during the week you are sort of on the parents' level in a way, well I suppose that sounds wrong. It is just you see as much as them as their parents do. If they are here from Monday to Friday you see as much as the children as their parents see of them. so I suppose that probably sounds weird but... (Carol, toddler room leader). Children who have a poor start in life tend to feel the repercussions throughout their experience. Adverse childhood experiences – such as violence or substance use within the home, parental separation, mental health illnesses or incarceration - Result in poor health, a lower socio economic status and even an earlier death, as explored last issue. However, this is not resisted older children as may be easier to grasp: this starts from the day of contraception. The first thousand days is a critical phase, as it's when the building blocks of body and brain development are formed: if performed well, life chances 10 to be good. If children are filled at this point their futures have already been dealt a huge blow. People can appreciate the result of mothers smoking can comprehend that cell growth could be in him inhibited or changed in some way. However, an unhealthy increase in stress hormones, such as cortisol, released due to extended levels of tension, can also affect the cellular level of a fetus, not only causing miscarriage, but fetal retardation, premature birth and postnatal donate delays (Poggi–Davies and Sandman, 2006).

Being Inclusive



The first 1,000 days are considered to be important in child's life as they lay a solid foundation as a child grows and develops throughout the lifespan. This is in line with neuroscience that puts emphasis on the period from birth to seven years as a critical period for a child's massive physical, mental, emotional, social and moral growth and development. During the early years, children learn to acquire basic concepts, skills and attitudes that shape them as they develop. This calls for care and encouragement during this period from parents and caregivers to ensure that children reach their developmental milestones particularly those children with special needs. However, not all parents who have children with special needs often know during the early years that their children have such challenges, and at times this often delays early identification, intervention and support in ensuring that children reach their developmental milestones regardless of their conditions. This may contribute to the challenges experienced by Early Childhood Care and Education (ECCE) practitioners when the young children are enrolled in their centers as they do not have an adequate history of the child from home. The situation is worsened by the ECCE practitioners' inability to identify the child who presents some challenges. This may challenge children with special needs as they may be neglected in ECCE learning programs. In addition, this may practically contribute to children's illiteracy as children with special needs may not benefit from ECCE provisioning as they are denied access. The challenge of ECCE practitioners who are not skilled enough to accommodate and integrate such children in their mainstream ECCE programs may jeopardize the development of children with special needs. At times, this situation may be exacerbated by the parents and caregivers' when they are in denial of their children's conditions, and they withdraw them from the ECCE services that may benefit them as they develop. This is despite the

effort made by the South African government of introducing the National Integrated Early Childhood Development Policy in 2015 that ensures a better start for every young child irrespective of their differences. Literature suggests that if children with special needs are identified timeously they may be accommodated in ECCE progams as long they can be provided with additional and specialized support when learning depending on the nature of the identified challenge. Sometimes the challenges that these children may present/ manifest may require short to long term interventions and support from home and ECCE center depending on the identified challenge. Hence, in-class accommodation do not have a child's interest. Sometimes, the parents/caregivers may not be supportive of the endeavours made by the ECCE practitioners in ensuring that their children with special needs develop like their peers. There may be varioud factors attributed to thesis and will be discussed further in the proposed chapter. (N. Tyilo, 2021)

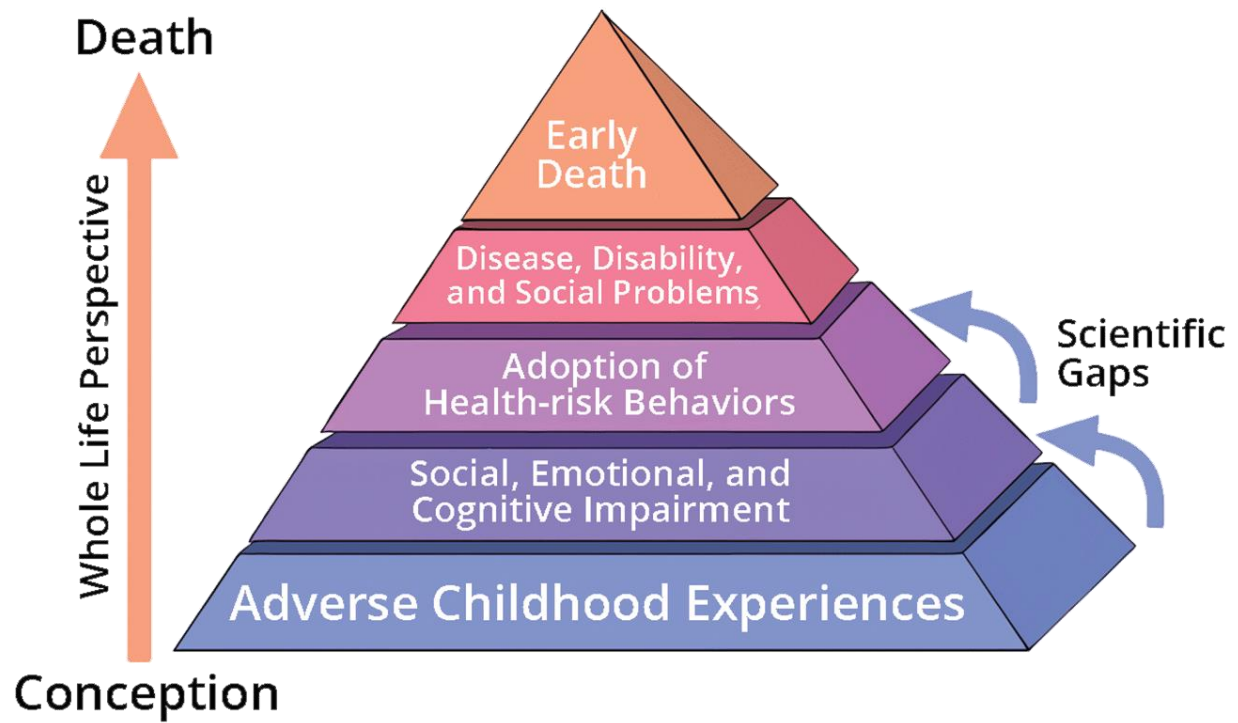
Respectful Care and Meaningful Learning





Respect take many forms and can be demonstrated in variety of ways. Respect can be held for persons, materials, ideas, values and traditions. Respect can be tacitly held actively demonstrated and felt. When there is a feeling of respect, the behaviors that demonstrate respect will follow. Respectful classrooms depend on respectful school. Wessler (2003) states that respectful classroom means different things to different people. The development of respectful classroom leads to a greater understanding of and appreciation for diverse populations within a school community. Diversity is not always that which is immediately visible. Diversity takes many forms and needs to be understood in order to support a child and their family. A respectful classroom environment decreases the fear of the unknown and unexplored. Children in such a classroom are encouraged to get to know each other and about others, share ideas, explore new content and carry this out with the feeling of safety and appreciation. In this type of environment there is a greater likelihood of willing nurse to share more of self because respect permeates the environment a respectful classroom is an open minded classroom. In such a classroom students feel safe when they are sharing ideas. They should be able to accept each other's ideas and value even if they do not agree with them. If this takes place everyone will feel connected to each other. (M. Regina, P. Joan, 2006)

International Approaches





During really is a small city in Italy has emerged as an exclamatory model of early childhood education. The first schools were started and run by parents who wanted their children to experience education that was different from their own. From the humble spy arose the system of infants/toddlers preschools and now early elementary classes that use artistic expressions long and short-term projects, and engaging environments to establish learning communities that embody democracy and freedom. Within the system as a series of fundamental principles that are into me into immediately connected and dependent on each other. The combination of history and fundamental principles is supported by a deep civic community to chi Reggio Emilia approach has inspired many educators around the world, not only because of its beautiful schools and into intriguing artefacts but because they face advocacy with resolve and imagination. (M,A. Shelley, S. Ruslan, 2016) Almost all New Zealand children now attended early linen service. Sustained period of time. The services available are very diverse. They have a wide range of ownership and governance structures as well as different philosophies and operating models. These different velocities and models have emerged over time in response to changing social contents, additional aims, parent tool values and employee employment patterns. Early childhood education (ECE) services included community-based kindergarten staffed by teachers, and parent led play centers. These remain an important part of our educational landscape today. Over time there has been large-scale expansions of early childhood education and care throughout New Zealand, including center-based, home-based and hospital-based services, which typically operate longer hours and accommodate wider age ranges. In addition community-based, certificate playgroups can be found in many areas. Early learning services often belong to a wider additional network that include local schools and Keira, and they work with others who support the health and well-being of young children and their families in their local community. The exception in that each ECE service will use Te Whāriki basis for weaving with children, parents and Whanau Its own local curriculum of valued learning, talking and consideration also the inspiration and learning properties of hapū, iwi and community. (Ministry of Education, 2017). Forest School Swansea Neath Port Talbot (FSSNPT) was set up in 2001 to provide forest school opportunities for children and young people across Swansea Neath Port Talbot. Though I work we aim to support the development of self-esteem and self-confidence in all participants, as well as raise awareness and appreciation of the natural environment. In 2018 forest school became a charitable incorporated organization and continued to grow and develop, bring in the forest school experience to more people than before. Forest school provides engaging and fun forest school sessions to various groups, organizations and individuals across Swansea Neath Port Talbot, in of the rarity of different outdoor settings this. Some of these sessions are fully and particularly funded through specific projects, whilst others are paid for directly by those attending. FSS NPT also run a training programme for those looking

to become forest school assistant leaders, leaders and trainers. This opportunity is open to anyone who is over 18 and able to regularly attend in-person meetings and occasionally training events in Swansea Neath Port Talbot. People can share their vision to improve connections to nature and each other. There are solution focused, collaborative, open-minded and willing to adapt a role as a critical friend. We would particularly like to hear from people with Davies, lived experience backgrounds and those who possess skills and knowledge in safeguarding and finance. (Forest School Swansea - Neath- Port Talbot 2023). Forest School is a child-centered learning programme or service, providing learners inspired, hands-on experiences in the natural environment. It's creative and can increase a child's confidence as they problem solve and learn to manage risks. School comes from Scandinavia. it was developed from the philosophy of friluftsliv. This translates to open air living. Concepts such as wild swimming, green prescriptions from mental health and cycling to work have been embedded in Scandinavian culture for a long time. They live and breathe open air living. Whilst being different to the formal educational system, forest school can be used to deliver the curriculum and it's not an add-on. Dr. Mark Leather, associate Professor of Adventure Education and Outdoor Learning at Plymouth Marjon University explains: "While forest school makes a very positive contribution to outdoor education, the calm notification of it in the UK has created problems. Sometimes it is done brilliant but sometimes not and there is a tendency to make claims for the benefits that overreact the available evidence."

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