



The first 1000 days (ECEY4005/C)



1 - INTRODUCTION



2 - Rayner (2017) describes how a child's future is decided by his or her early years.

The science is undeniable. A child's brain develops rapidly throughout the first few years of life, owing to a combination of experience, environment, and interaction with the adults. Children's brains continue to develop throughout infancy and into maturity, although they are especially sensitive from the conception to age two. (Save the Children, 2016). Therefore, the purpose of this scrapbook is to recognise the importance of the first 1000 days of the child and the difference this period can make in achieving better physical and emotional health outcomes. The scrapbook describes the fundamental skills and information that early year's practitioners should possess.

Why are the first 1000 days important?



3 - Yates (2015) talks the importance of the first 1000 days of our lives.

To begin with Bateman (2021) point of view that the early days of a baby's life are crucial because the baby's brain is ready to learn and interact. Vision for the 1,001 Critical Days (2021) determined that the interaction between an adult and a new-born is one of the most significant events that will shape the scaffolding of a baby's brain. Therefore, a solid bond with a parent or carer offers a young kid the confidence to explore the world, while ordinary activities like talking, eating, changing can enhance young children's language skills right from birth.

What exceptional care looks like?



Exceptional care, according to Grimmer (2015), appears to be an extension of home-based care. In order to grow and learn, children need to be in an environment that is full of love and affection. As Bruce (2011) stated, outstanding care is provided when children are loved and surrounded by adults who encourage and support their play. Together with Bruce Aubrey and Ryley (2019), they explored Montessori work, which places children at the centre of adult activity. Montessori was also the first to recognise the significance of the first 1000 days of a child's existence. On the other hand, Weber (2010) introduces Pikler's work where exceptional care is when a practitioner gives full and undivided attention to the child. For example, feeding time, bathing, diapering, dressing each of these moments' adult could use to interact with the baby then it is proof that the child's soul is able to reach its whole potential.

ENABLE ADULTS



4 - Dr. Tronick (2009) shows how baby face changes when mother face changes.

In general, it appears that the quality of the interaction that children have with their caregiver during their first years of life is the key to excellent care and healthy development of young children. According to Parfitt, Pike, & Ayers (2013), the quality of connection between parents and babies during eating, changing and sleeping is critical for the baby's brain, social-emotional, language, and cognitive development. Müller (2021) considered a baby's cry to be a kind of communication to which an adult must reply. As a result, if the primary caregiver needs to have knowledge about the child's development like eating, changing, sleeping, routine, interaction from the beginning of the child's life for the child's future psychological health, parents and practitioners can make a significant difference for new-borns to grow and learn.

Respectful care



DR L'Ecuyer (2019) raised the topic of whether children's development is dependent on adult assistance or whether they simply require an enriching environment. Dan Siegal (2011), on the other hand, believes that patterns of interaction between child and caregiver are more important than excessive sensory stimulation in the early years for child development. UNICEF (2021) conducted an initiative named Skin-to-skin contact whereby the relationship between a mother and a baby is crucial, it helps the baby acclimatise to life outside the womb and encourages mothers to begin nursing and build close, loving relationships with their children. According to Tomas and Lewis (2016) that practitioner needs to consider the variety of styles, social relationships, and personalities among children: some children are peaceful, while others are noisy, some children prefer to spend time alone, some children are reserved. Practitioners need to take into consideration the cultural and linguistic backgrounds, life experience, temperament, interest, abilities, and talents, children with differing needs and additional learning needs.

PROFESSIONAL LOVE



Gerhardt (2015) discusses why love is so crucial and how it affects a child's brain development: help the child's mental and physical health., improves the child's memory and brain growth and strengthens the link between the parent and the child. Regardless, interactions with babies may have long-term effects for the child's future and emotional development.

Grimmer (2015) agrees with University of Sheffield (2015)'s statement that Professional love in early settings is when an adult knows what is required to make a child feel loved at any time. As a result, educators must be encouraged to use loving pedagogy and to use love to help children's holistic develop.

Enable Experience (sensory activities, stories, music)



Many research and hypotheses have sought to explain how a child's brain develops, as well as the significance of early childhood interaction. The Curriculum for non-maintained settings (2021) suggest that both adults and multi-sensory experience encourage children's creativity and problem solving. Feldman (2000) offers a practical handbook with sensory stimulation suggestions, with the concept that the more senses a child is exposed to, the more probable the child will learn. Despite the fact that a child's brain needs nutritious food, rest, water, and mental and physical development, it also requires laughter, music, and stories. Sue Palmer and Ros Bayley (2004) agree with Feldman that the kid requires activities that develop the senses of taste, touch, and smell. As well as hearing. Even the most basic activity for the new-born, such as cuddling, can help the infant understand the small world. Another activity is a treasure basket Knight (2013), like Bruce (2011), both have provided an example of treasure basket play where children are free to explore and analyse the objects in the basket. For example, practitioners could use the treasure basket for problem solving and rather of instructing, the practitioner's role is to assist



5 - Elle (2020) talks about sensory activities with babies

What is more, Rose and Sarosy (2021) conducted a study where the scientists have been examining facts regarding how narration and music influence young children. Children with bad relationships, on the other hand, suffer in school or develop behaviour issues. Dr.Chicot (2016) believes that adults through music, songs influence on children's overall growth and development. Therefore, the practitioners need to use music and nursery rhymes in their practices in order to create a loving relationship and to influence on children mental growth.

RELATIONSHIPS



Working together is critical to ensuring that children's needs are discovered, assessed, and met throughout their development. (Gerhardt, 2015). According to statistics, the most crucial stimulus for the development of a social brain is positive facial expressions of the parents or child giver. According to Ebbeck, Warriar, S., and Goh, M. (2018), the brain of a baby changes as a result of

interactions with adults, and babies have a natural and overwhelming need to learn. As a result, parents and professionals together can influence baby's holistic needs and how babies learn and develop. Therefore, according to Elks and Mckachlan (2013) partnership between practitioners and parents is crucial because once the practitioner understands child's interest from the parents the practitioner is far more likely to connect with the child. Practitioners need to link into books and songs sung at home and involve the families in the choice of the materials.

Theoretical frameworks supporting the content of the scrapbook



This scrapbook is a collection of theoretical frameworks that demonstrate an appreciation of the significance of the first 1000 days. The National Health Service (NHS) conducted a study on the first 1000 days programme in 2017. The development of a programme to improve outcomes and reduce inequities in the first 1000 days is one of the project's goals. The initiative has two main goals:

- to raise awareness about the importance of the first 1000 days and
- to provide parents and childcare providers with useful child development information.

In addition, the National Society for the Prevention of Cruelty to Children serves as a guide for the infant's first 1001 vital days, and it is important to consider a few evidence that suggest the following:

- During pregnancy, delivery, and the first 24 months of life, the brain develops to its maximum capacity; in other words, a baby's early experiences impact his or her brain development.
- If the mother is stressed, the message is passed on to the unborn child.
- International studies demonstrate that if a baby's development lags the norm during the first year, it is more likely to fall farther behind.
- Evidence shows that multi-agency collaboration is essential for effective child protection and safeguarding. Throughout a child's life, the child has access to a variety of services.
- It's critical that practitioners collaborate with multi-agencies in order to get a complete picture of a child's circumstances and develop a coordinated assistance strategy.
- Babies are at risk of being abused or neglected.
- Adults are able to create for the infants a stimulating environment and learning opportunities during eating, changing and sleeping.

What is more, the National Minimum standards (NMS) (2016) designed a guide in order to ensure the good practice in early years setting. All care provision are fit and meet the assessed needs of parents using early years setting. The Welsh Government obligates all settings to use the United Nations Convention on the Rights of the Child (UNCRC) as the basis for its policies for children and young people.

According to Ebbeck, Warriar, & Goh (2018), there are several frameworks and curriculums for years 3 to 6, but not many from birth to three. Research in Singapore meticulously constructed an early childhood curriculum to fulfil the requirement for high-quality education for children aged new-born to three years. The children, on the other hand, were the ones who established the curriculum's core through their own actions and choices. For example, practitioners could learn to use appropriate resources by following the child's lead as well as practitioners need to have expertise and experience with children's holistic development in order to read their needs.

ATTACHMENT APPROACHES



Early Years Hub (2021) has an interview with Mine Conkbayir, who discusses some of the characteristics like healthy pregnancy, stable bonding, high-quality pre-school, interesting experiences, appropriate nutrition, and regular physical exercise are all crucial aspects in ensuring the child's well-being. Even Elliott conducted research on attachment theory, finding that infants in their early years require a safe attachment bond with their surroundings, and that children learn to be strong and independent from a foundation of loving and secure union with their parents. (The Child Psychology Service, 2021). As a result, in order to examine growth in youngsters, the practitioner must first build a safe environment, safe relationship and safe experience with the child.

Furthermore, the lesson can be learned from Bronfenbrenner, who believes that a child's brain is influenced by their surroundings. Bronfenbrenner, Maslow and Bowlby's attachment theory states that the person caring for the child must supervise the child's needs, assisting them in feeling safe, secure, loved, and cared for. In light of this, Dr. Stixrud, W., and Johnson, N. (2018) suggested that learning about various theories such as Maslow's, Bowlby's, and Bronfenbrenner's would help practitioners and parents in supporting a child's brain development throughout the first 1000 days.

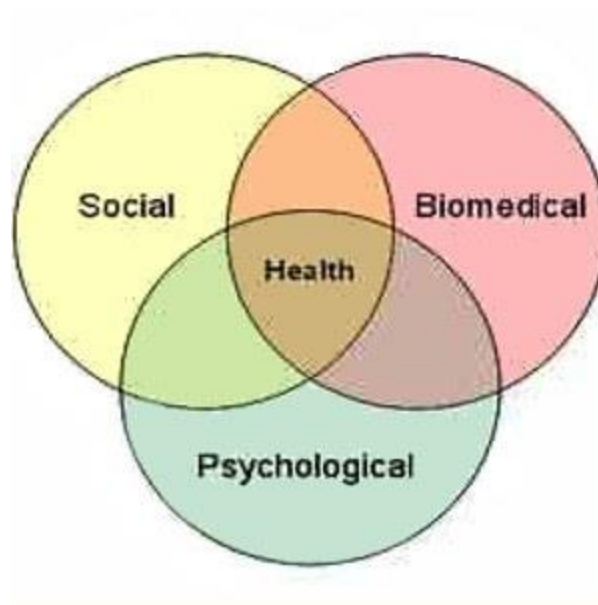
Therefore, practitioners who work with children must be aware of these theories in order to satisfy children's needs and help children to thrive.

INTERNATIONAL APPROACHES



Tomas and Lewis (2016) explain how play is understood across cultures. In New Zealand the new curriculum Te Whariki is where practitioners believe that children learn by being actively involved in the play. In Northern Italy the practitioner in Reggio Emilia allows children to play alongside drawing, drama, movement and painting. Children see and remember what children have done. In America children are encouraged to plan, do and review children's own activities. In Wales the education approach has been developed from the ideas from Reggio Emilia and Te Whariki. However, in Wales the practitioner controls the child's play while in Europe the adults have less of a tendency to dominate and control the play. However, Knight (2013) demonstrates that both Te Whariki and Reggio Emilia promote a child-led approach rather than a curriculum-driven one. Vamos (2015) writes about Pikler's approach where practitioner does tasks with the children, babies move free, to build trust, to slow down and always to allow interrupted time for babies. The curiosity approach draws on a variety of early childhood education philosophies, including Reggio Emilia, Te Whariki, Montessori, Pikler, and Steiner. Therefore, in order to stimulate children's innate curiosity and enthusiasm to explore and create, modern toys and technology are removed from the learning environment and replaced with common items.

CHILDREN'S HOLISTIC DEVELOPMENT



According to Aubrey and Riley (2019), Piaget and Vygotsky have different but comparable views on early child's holistic development. Vygotsky compared a child's early development to that of a young animal. To live, a young mammal must develop its physical tools. Language, stories, and works of art are all cultural tools that young children need to develop. Children learn the cultural tools through play, and children imitate adult behaviour. Piaget, on the other hand, believes that children grow via a sequence of pre-set stages. The resemblance between Vygotsky and Piaget theories, according to Wojcicki (2019), is that children's holistic development is an interactive process that begins with play in their early years. Bruce (2011), on the other hand, believes that babies develop through playing by using their senses of touch, sight, smell, hearing, and taste. As a result, practitioners should pay special attention to the baby's play, because interacting with babies allows practitioners to learn more about the baby's individuality such as the baby's interests and concerns.

Dowling (2014) notes like Vygotski, Bruner emphasised the symbolic character of learning and the importance of adults in assisting children in their learning. May (2011) states that Bruner's concept of symbolic representation and scaffolding approach refers to an adult observing what a young child does on its own and then assisting the child in completing increasingly difficult tasks. Close relationships with people, according to Bruner, help children's cognitive development through scaffolding everyday play. Therefore, Bruner suggest that practitioners should function as a motivator for early children, reflect on their own work on a daily basis, and allow babies to explore and discover in order to become autonomous. (Aubrey and Riley 2019).

The wholeness method describes how adults and babies impact each other through feelings, values, and wants, according to Li, Quiones and Ridgway (2017). The wholeness approach incorporates connection between very young babies and adults through sights, sensations, and sounds, as well as the use of imagination as a powerful energy. In the same line as the wholeness approach, Steiner established a triple strategy that involves education of the hands, education of the heart, and education of the head. Children learn through their feelings, thoughts, and actions. This strategy combines schooling and spiritual development to provide holistic support for early childhood development (Nikol, 2015). For example, young children learn and remember best when practitioners help children to use all the senses to learn new words. The educators should have experience in the holistic development of children in order to ability to read a child's needs.

INDOOR AND OUTDOOR EXPERIENCE



Hay (2015) emphasised the importance of giving young children with interesting indoor and outdoor experiences. Children's imagination and creativity appear to be enhanced when they are surrounded by basic open-ended playthings rather than prescriptive toys. The environment, on the other hand, is critical for children to thrive, particularly in situations with child-size areas and furniture and play equipment. Such a setting aims to pique children's interest, awe, and curiosity. This view is supported by Knight (2013) who writes about out and indoor experiences of young children in Denmark. Different early childhood facilities in Denmark have examples of children of all ages preparing snacks and meals together in the cooking area. An open barn serves as the baby's room. In the barn and outside, babies were free to crawl. There are vast gardens with a fireplace for campfires, a sandpit, trampolines, pets, car play areas, sensory areas, and domestic play areas. There are different areas in order to meet the children's interests. In Denmark, the majority of areas in early childhood settings are child-led, with adults serving only as facilitators as well as all settings provide a daily routine and opportunities for holistic development including physical, personal, social, emotional, and spiritual well-being of children, as well as cognitive components of learning. As a result, the Welsh Government (2021) contacted the Enabling Pathways guidance to assist practitioners in schools and other settings in the planning process with young children. In this guidance focus on children's ability to play where children discover both the indoor and outside environment. As a result, for young children, exploration of the environment is a critical driver of growth. Children will be able to learn more about themselves and the world around them by exploring their surroundings.

Furthermore, outdoor learning environment provides youngsters with the opportunity and space to study, investigate, and learn. To foster ongoing provision, it is critical that the outdoor environment matches the learning and resources available inside the setting. (Welsh Government, 2021). Therefore, Education for Sustainable Development and Global Citizenship (ESDGC) (2012) establishes a relationship between the environment and the people who live in and around it. ESDGC emphasises fostering a love and respect for nature in order to assist young people in being more involved in caring for the environment.

Repetitions of play schemas



6 - [Mrs. Conti](#) (2021) What are playing schemas?

Dowling (2014) states that through schemas early years practitioners are able to support children holistic individual development. As well, working with babies, early childhood practitioners, according to Bruce (2011), must combine theory and practise. Schemas are the experience that children have by playing. The repetitive actions of schematic play allow children to explore and develop. Therefore, theories help practitioners to observe children, describe and analyse children's schematic play. Through schemas Early Years professionals can support holistic individual development.

THE ROLE OF EARLY YEARS PRACTITIONER



The role of the practitioner / adult is significant during the first 1000 days of a child's life. Children need nutrition, routine, health, cognitive, and social stimulation throughout this time. Poverty, an impoverished environment, and societal influences, on the other hand, limit children's brain growth potential. Parents with a lower or average education level are more likely to be unaware of nutrition during pregnancy or how to provide a stimulating environment for young children. Poor stimulation

and social interaction have been shown to have an impact on a child's brain. (Das et al., 2020). As a result, an early childhood practitioner must help children and their families, as early life experiences are critical for brain development and have long-term cognitive and emotional consequences. According to Tomsin (2021), practitioners must interact with babies through positive relationships in order to give care that is tailored to their specific needs. Biel and Peske (2018) support Tomsin's view that interaction like playing and being a good entertainer can help children do really difficult things really well. Coupled with this, the practitioner needs to make changes in the physical environment in order to boost the child's own ability to grow inside and outside of the body. The practitioner needs to have knowledge of the child's holistic development in order to help the child to be more secure, independent and successful in life.

Finally, the role of early years practitioners is to meet every child's needs: because each child is unique, it is important to consider, plan for, and engage with the individual as well as the group as a whole. Teachers and caregivers of early children are most effective when they use the children as role models for their own adult curiosity, learning alongside and about them. (Stacey, 2009)

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