

THE FIRST 1000 DAYS

2110731
4210

ECEY4005C

WHY ARE THE FIRST 1000 DAYS IMPORTANT?



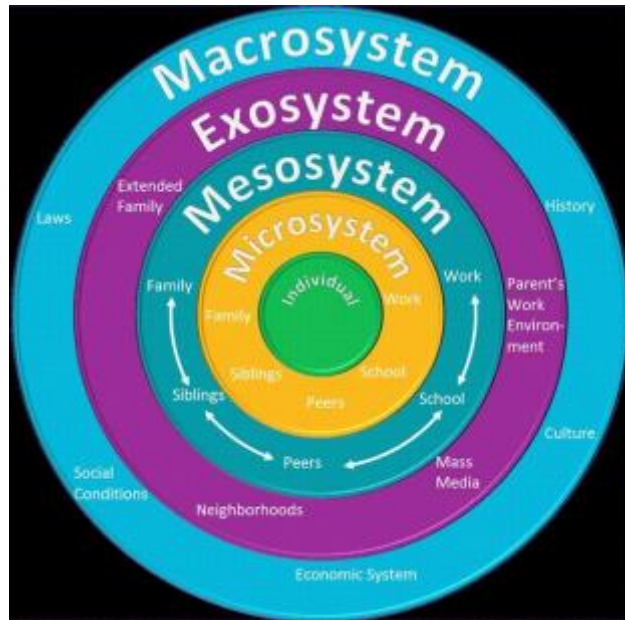
INTRODUCTION

The initial 1,000 days address a daily existence window when development rates and neuroplasticity are at their highest and health nutrition lacks may apply their most pulverizing impacts (Karakochuk, 2017). The first 1000 days are essential since there are periods of growth and development (Martorell, 2017). Furthermore, the nourishment and care are given to mothers and children essentially affects a child's capacity to create, learn, and flourish (1,000 Days, 2018). According to M Health Fairview (2021), the initial 1,000 days of a child's existence are fundamental for their brain development. They are making those three years significant for well-being, learning, and achievement.

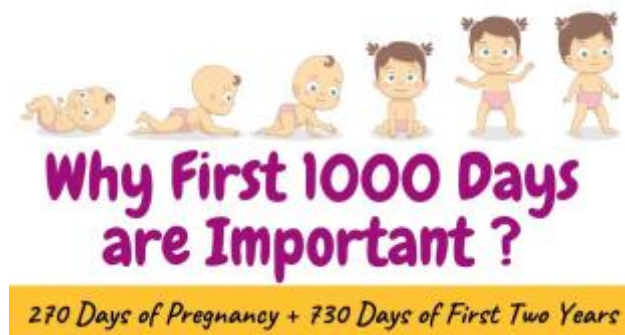
Additionally, the child's ability to survive depends on proper nutrition and nurturing during the 1000 days, but so does his or her potential to grow and learn. This phase is influenced by a variety of factors, including maternal health, breastfeeding, and supplemental feeding, as well as socio-economic considerations (Sullivan and Brumfield, 2016). Guaranteeing that the nutritional requirements of pregnant women and babies are met during this period can assist with turning away child mortality and long-lasting illness trouble, amplify development, and empower children to arrive at their mental and formative potential, especially when joined with psychological feeling. Responsive adults create a sense of security that is essential for developing young children's brains (Better Brains for Babies, 2019). Furthermore, according to the Department of Education and Training Victoria (2019), producing an education-rich environment permits children to investigate and utilize proficiency in their regular schedules and play. Nursery World (2013) provides opportunities for children to experience the joy that can benefit their learning and reduce stress and frustration. Firstly, Underdown (2007) ecological approach focuses on the child's individual qualities and connecting with their surroundings. Moreover,

the ecological systems theory of Bronfenbrenner sees the child development inside a dynamic network of connections that many aspects of the external environment may influence. Bruner and Vygotsky place a higher value on a child's environment, particularly their environment. According to both, adults should play an active part in helping a child's learning. (Underdown, 2007). Bruner, like Vygotsky, emphasized the social aspect of education, stating that adults should assist a child in developing abilities through the scaffolding process (McLeod, 2019). Both Vygotsky's (1978) idea of the zone of proximal development and Bruner's (1966 cited in Macintyre, 2001) idea of scaffolding guarantee that was assuming children are upheld by more proficient adults as they learn, and these individuals should be out in front of them, they will want to advance more rapidly than if they attempted to learn alone. Therefore, social development is essential since it permits children to gain from others, communicate with adults and children, and lead their play and other activities (Macintyre, 2001). Children travel through four phases of intellectual turn of events, as indicated by Jean Piaget's hypothesis of a philosophical turn of events, which implies the accessibility of improved reasoning (Babakr, Mohamedamin, and Kakamad, 2019).

Furthermore, McLeod's (2020) sensorimotor stage spans from birth to two years. Moreover, the sensorimotor period traverses a newborn child's initial two years of life. During the sensorimotor phase of early stages, babies progress from a fundamental and reflexive reaction to the environment to having the option to contemplate the world utilizing objects. As indicated by Piaget (1954, cited in Keenan, Evans, and Crowley, 2016), the procurement of item perpetual quality is the actual accomplishment of the sensorimotor stage. This idea is that objects keep on existing regardless of whether we cannot notice or follow up on them. Object permanence is enormous because it denotes the beginning of the capacity to think as far as portrayals rather than activities (Keenan, Evans, and Crowley, 2016). The infant child learns about the world by utilizing their resources and returning to it (moving around and examining its current environment). According to Piaget, most children's intellectual development is based on unrestricted experiences to establish their order. On the other hand, Vygotsky believes that children learn through amicable interactions with more educated adults such as families and other parental figures (McLeod, 2020). 'What is obvious is that young infants learn through play in an inclusive approach,' according to French (2007 cited in Brodie, 2018).



1 - (Source: Marie, 2017)



2 - (Littles Parenting, 2021)



3 - (Source: Saber, 2007)

NUTRITION

Pregnancy is a period of progressive physiological changes, and these progressions request healthy dietary and lifestyles decisions. For example, Insel *et al.* (2013), a mother's dietary status right now of conception can decide the contrast between creating a sound child and one with an overwhelming congenital disability. Furthermore, in general, a woman should get medical services and direction before she becomes pregnant. Sullivan and Brumfield (2016) state that breastfeeding plays a vital part in building a baby's sensory and emotional circuits because it entails a lot of mother-child connection and nurturing. Breastfeeding is the best nourishment for brain development during the initial years of life since it includes proteins, vitamins, and a range of nutrients that are necessary for this process (Al-Zwaini, Al-Ani, and Hurley, 2020). Sullivan and Brumfield (2016) state that the newborn baby's only source of nutrients is the mother's food and nutritional storage. Whitney and Rolfes (2013) state that newborn children generally develop quickly during their early stages of life. Development straightforwardly reflects supplement admission and is a significant variable evaluating the nutrition status of babies and toddlers. Karakochuk (2017) states that it is essential to recall that neither physical development nor mental health stops at 1,000 days and that guaranteeing great nutritional nourishment through the lifecycle is probably going to have the best advantage as far as wellbeing and different results.

This document, which may be found by clicking on the link below, contains information regarding nutrition throughout the first 1000 days. It provides an overview of brain development and learning. It contains information about pregnancy and breastfeeding for the first 1000 days of a baby's life.

[Nutrition in the first 1000 days](#)

Both videos below provide data from nursing newborns throughout their first 1000 days of life.





4 - (Source: Grimmett, 2011)

To ensure proper nutrition and growth, the pediatrician, in collaboration with other experts, can promote activities based on the concept of the first 1000 days. Focusing on activities at this period may improve the child's chances of leading a healthy and productive life later on while strengthening family and community bonds and breaking the generational cycle of poverty (Cunha, Leite, and Almeida, 2015).



5 - (Source: Isaacs, 2013)

Maslow (1970, cited in Underdown, 2007) outlined a hierarchy of motivational needs that should be addressed before a baby can reach its full potential. Maslow's approach emphasizes that basic nutritional requirements, such as balanced food and drinking water for babies and infants, must be met before they may progress up the hierarchy.

ENABLING ADULT



6 - (Source: Bryan, 2015)

Raising Children (2020) states that as a child get older, adults speaking with them will further develop their capacities to talk, tune in, and comprehend. For instance, adults may see that their baby reacts to their grins and expressions. Their child may endeavor to copy their voice and looks. It works with two-way correspondence, assists their child in acquiring words, and fosters language abilities when they respond. One might say that encounters in the first thousand days significantly influence and form development. From birth, babies' cerebrums are prepared to start making associations. Children are brought into the world with a strong inspiration and capacity to learn (Ebbeck, Warriar, and Goh, 2018).



David (2016) states that the Montessori Method is an instructive methodology that anxieties learning autonomy and independence. Children are believed to be ordinarily curious and anxious to learn. Subsequently, the instruction may be viewed as an interaction related to the children's development speed. It is a comprehensive way to deal with the advancement that accentuates all development parts rather than getting individual information.

Since the emphasis is on practitioners reacting to children's decisions and interests and their evolving information, capacities, and understanding, the emergent/responsive approach is all the more firmly related to play provision. The data that children bring to the environment emerges and becomes apparent through examples of interest, intentions, decisions, and exercises in an emergent/responsive approach (Broadhead, Howard, and Wood, 2010).



Drummond (1998 cited in Smidt, 2002) says that observing children's learning is one of the most imperative obligations of the individuals who care for and educate children. Their requirements should be met to guarantee that children are confident, cheerful, and occupied with learning. Furthermore, the motivation behind observation is to evaluate children's requirements and accomplishments to guarantee that preparation and arrangement are proper (Bruce, 2006).



Pikler's disclosure and one of the essential contentions in her hypothesis are that it is central that the baby's carers let the newborn child move unreservedly and do not intercede in the baby's physiological motor development. This includes an extreme methodology: the adults should not put the child to sit up or make him stand and walk. Moreover, the child should not be restricted to a seat, pram, or walker.

Babies should never be placed in a circumstance where they are uninvolved. They can arrive at the various phases of motor improvement without anyone else. This gives the child encapsulated information, a feeling of himself, and safety (Vamos, 2015). Pikler's disclosure and one of the main contentions in her hypothesis is that the newborn child's parents/carers must let the baby move unreservedly and not intervene in the newborn child's physiological motor skills improvement.



8 - (Twinkl EYFS, 2021)

This video is about partnerships and why they are so essential. It will go through how good parent-practitioner partnerships benefit children, the importance of acknowledging attachment, and speaking about crucial employee responsibilities.

Practitioners gain a better understanding of each infant or toddler through observation and reflection, allowing them to personalize opportunities for relationship-building and each child's developmental characteristics, desires, motivations, and necessities (ECLKC, 2019). According to Brodie and Savage, (2015), to be an effective practitioner, it is essential to recognize what makes what is happening and situation extraordinary and utilize this information to foster successful systems and approaches.

Department of Education (2021), a key worker, should be selected for every child. Their responsibility is to ensure that every child's consideration is individualized to their particular requirements, help the child adjust to the setting, give a steady relationship to the child, and encourage a relationship with their parents.

Welsh Government (2021) curriculum states that practitioners are responsible for building the child's feeling of belonging by embracing past experiences and creating strong connections with the child's household and community.

Obtain leave for rest before having a child. A woman may be eligible for legal maternity leave, legal maternity pay, time off for pre-birth care, and other government assistance (Gov.UK): [Maternity Pay and Leave](#).

The development of strong partnerships between educators and families improves outcomes for young children (Rouse, 2012). The England Early Years Foundation Stage (EYFS) and the National Minimum Standards for Registered Childcare (NMS) in Wales underscore working in partnership with parents. According to Kambouri-Danos *et al.* (2017), parents are the central figure in a child's initial life since they are the underlying resource for children in their connections with the external environment. They also give essential data to children when they join learning environments. A partnership between practitioners and parents is critical, and when it is productive, it signifies that both sides are committed

to the development of children (Baum and McMurray-Schwarz, 2004). Adults must pay attention, observe, and respond compassionately to learners. (Welsh Government, 2021).

Children invest more energy with their families than in early years settings, so experts should have a viable working relationship with families, parents, and carers. Both Reggio Emilia and Te Whariki include association with the more extensive local community. Inside the early years setting, various experts work with children and their families. They all need to cooperate to help the child's development (Johnston and Nahmad - Williams, 2009). Adults in early childhood settings serve as a link between the child, the school, and the larger community.

ENABLING ENVIRONMENTS





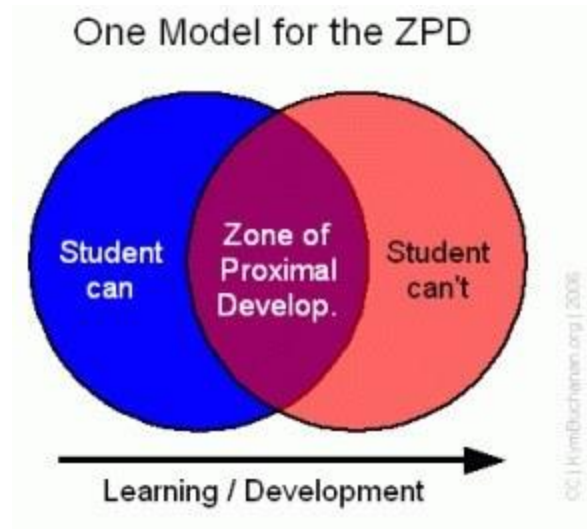
9 - (Hancock, 2016)



Both videos are focused on a safe and secure learning and development environment for newborns.

Newborn children and babies learn adequately in conditions where they may frame entrusting environments with adults and have a real sense of security and be allowed to know. Noticing their current circumstances is possibly the primary way newborn babies and toddlers create (ECLKC, 2020). Children learn and foster well in enabling environments, in which their encounters answer to their individual requirements and there is strong partnership among practitioners and parents DfE (2014 cited in Mathieson, 2015). Children are generally attracted to their mothers (caregivers), who are present and responsive. They develop a sense of confidence in their newborns, letting them know that the caregiver is trustworthy and allowing them to explore the world safely (Studios Guy, 2015). This video demonstrates the importance of infant and toddler environments and how these environments should be set up, and what should be included to support children's learning.

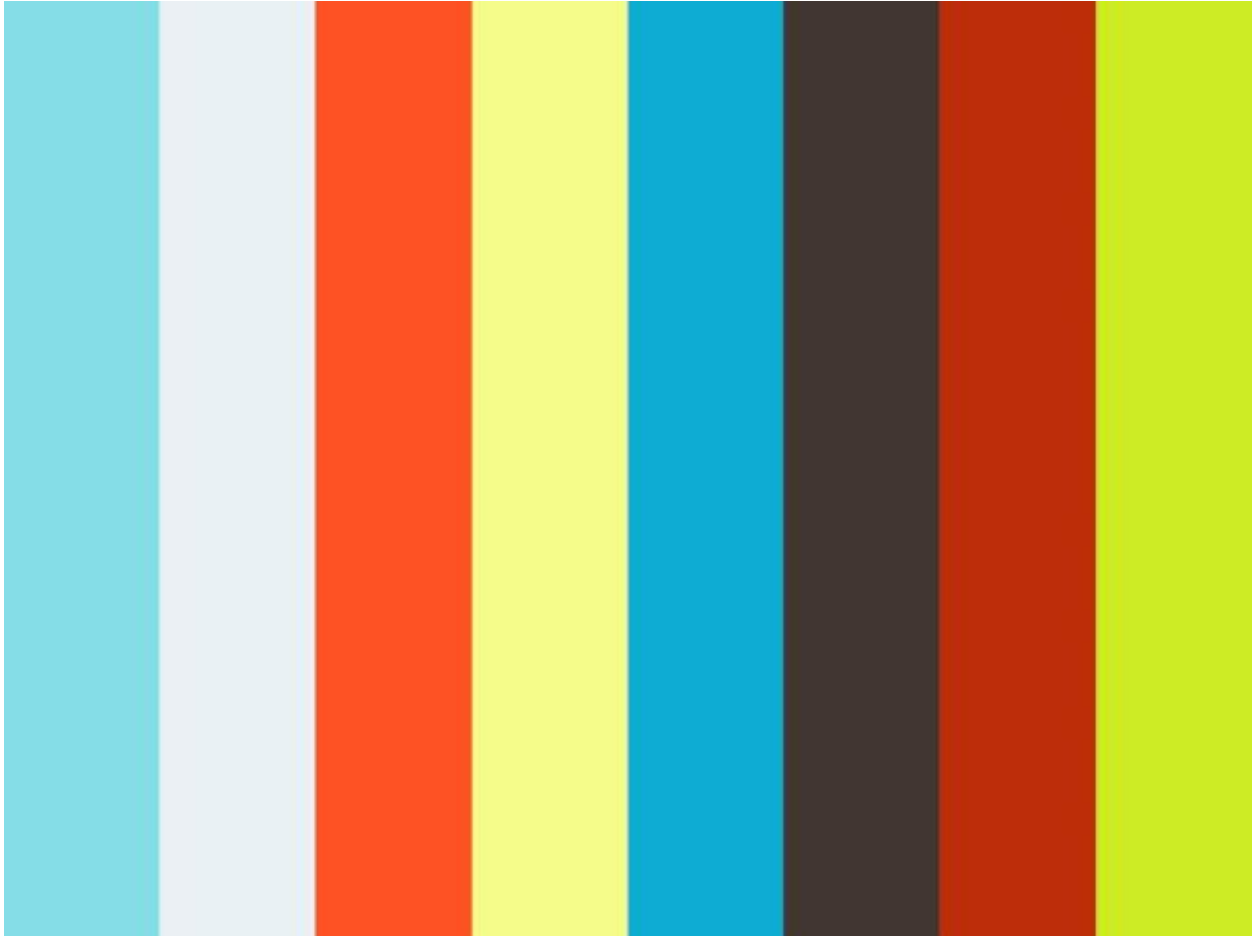
Isaacs (2012) suggest that for children to have the option to get effective learning, he/she requires an environment well ready to address individual needs and interest. Babies and young children need to have the ideal consideration in settings where professionals can have the most impact, to construct confidence, self-assurance, and versatility if they genuinely make negative experience impacts (Brodie, 2018).



10 - (Source: Rogers, 2011)

Vygotsky's (1978 cited in Clare, 2012) theory refers to the zone of proximal development (ZPD) as the process by which children's learning is scaffolded by others, such as peers and knowledgeable adults, and is influenced by what they already know and can do, as well as their location in a particular society/culture at a given time, for them to progress.

ENABLING EXPERIENCES



Galley (2010) states that the outdoors are just as crucial for newborns as they are for older children, and this short demonstrates how a supportive adult may help them connect with the outside world: [Babies outdoors: play, learning & development](#).





11 - (Source: Luther, 2014)

Childcare experts have utilized treasure Baskets for a long time. Similarly, they are being used to aid infants' and babies' general learning and advancement. Treasure Baskets additionally energize comprehensive education, progress, and premium. This is cultivated by tactile excitement: contact, taste, and smell, just as hearing and visual feeling (Sensory Treasures, 2018). Goldschmied and Jackson (1994 cited in Hurst and Joseph, 1998) suggest that giving babies a treasure basket of a rich assortment of everyday items to investigate will prompt growing great concentration and dynamic abilities. Forbes (2004) states that treasure basket permits adults to observe infants utilizing mental abilities, for example, memory, thinking, and critical thinking.



Casey and Robertson (No Date) loose parts establish more extravagant conditions for children to play, giving them the assets they need to do what they need to do during play. loose parts work with correspondence and arrangement abilities when added to an outdoor environment Maxwell, Mitchell and Evans (2008 cited in Casey and Robertson, No Date). Loose part theory advocates the worth of open-ended play materials to accord with the thoughts and conceivable outcomes that create children's play (Woods, 2017).



12 - (Source: Child Care Resource Center, 2017)



13 - (*Community Play Things, 2017*)

Watch and listen to experienced educators describe and explain the teacher's role in supporting, scaffolding, and guiding block play in this video clip.

Outdoor play experiences and appropriate, safe outdoor play settings are critical to the growth of young children (ECLKC, 2019). According to Iowa Regents Center For Early Developmental Education (no date), block play completely upgrades actual events, just as it does intellectual, math, scientific, and social-passionate learning. When infants and toddlers stretch for and grip blocks, knock them down or stack them, they practice eye-hand coordination. As toddlers learn to grab, smash, pile, and move blocks, they develop small and big motor abilities. Kaplan Early Learning (2022) states that it is critical to provide safe and age-appropriate outdoor opportunities for play for infants and toddlers in your care as a caregiver. It is a whole sensory experience to be outside (Brodie, 2018). Welsh Government (2021) curriculum state that when learning volume, amount, shape, and design, children require hands-on experiences that inspire them to apply basic mathematical terminology.



14 - (*The kiboomers - kids music channel, 2016*)

Nursery rhymes offer little gathering learning open doors for small infants, and they can now and again be the inspiration for quite a long time of inventive and open-finished play. They are an essential early perusing asset since they permit newborn babies to get intrigued by the musicality and design of words (Bennett, 2019).

CONCLUSION



Finally, parents, practitioners, and the community should form a developing relationship. These collaborations will assist in the complete development of children. Each educational setting will help children during their first 1000 days, critical for newborns and their families.

REFERENCING LIST



Al-Zwain, I.J. Al-Ani, Z..R. and Hurley, W. (2020) Infant Feeding Breast Versus Formula. Available at: <https://www.intechopen.com/chapters/73181> (Accessed: 30th December 2021).

Babakr, Z.. Mohamedamin, P. and Kakamad, K. (2019) 'Piaget's Cognitive Developmental Theory: Critical Review', *Education Quarterly Reviews*, 2(3), pp. 517-524. Available at: [\(PDF\) Piaget's Cognitive Developmental Theory: Critical Review \(researchgate.net\)](#) (Accessed: 6th January 2022).

Bennett, C. (2019) The importance of nursery rhymes in early childhood. Available at: [The importance of nursery rhymes in early childhood | PACEY](#) (Accessed: 6th January 2022).

Better Brains for Babies (2019) Responsive adults promote physical well-being. Available at: <https://www.bbbgeorgia.org/responsive-adults> (Accessed: 4th January 2022).

Brodie, K. (2018) *The Holistic Care and Development of Children from Birth to Three: An Essential Guide for Students and Practitioners*. 1st edn. Taylor & Francis Group.

Brodie, K. and Savage, K. (2015) *Inclusion and Early Years Practice*. London: Routledge.

Bruce, T. (2006) *Early Childhood: A Guide for Students*. London: Sage Publications Ltd.

Bryan, D. (2015) *September is Literacy Month*. [On-line]. Available at: <https://tsopl.org/parents/september-is-literacy-month> (Accessed: 31st December 2021).

Casey, T. and Robertson, J. (No Date) *Loose Parts Play A toolkit*. Available at: <https://www.inspiringscotland.org.uk/wp-content/uploads/2017/03/Loose-Parts-Play-web.pdf> (Accessed: 25th February 2022).

Child Care Resource Center (2017) Davidson - Creating Outdoor Learning Environments for Infants and Toddlers: It's not called a playing ground anymore. [On-line]. Available at: https://childcareresourcecenter.org/event/davidson-creating-outdoor-learning-environments-for-infants-and-toddlers-its-not-called-a-playground-anymore/?doing_wp_cron=1641386170.4156639575958251953125 (Accessed: 5th January 2022).

Clare, A.. (2012) *Creating a Learning Environment for Babies & Toddlers*. London: SAGE Publications Ltd.

Community Playthings (2017) Foundations of learning: teacher's role in block play [Video]. Available at: <https://www.youtube.com/watch?v=mN3rKe2z9sA> (Accessed: 5th January 2022).

Cunha, A.J.L.A., Leite, A.J.M. and Almeida, I.S. (2015) 'The pediatrician's role in the first thousand days of the child: the pursuit of healthy nutrition and development', *J Pediatr (Rio J)*, 91(6), pp. 44-51. DOI: [10.1016/j.jped.2015.07.002](https://doi.org/10.1016/j.jped.2015.07.002) (Accessed: 5th January 2022).

Baum, A.C. McMurray-Schwarz, P. (2004) 'Preservice Teachers Beliefs About Family Involvement: Implications for Teacher Education', *Early Childhood Education Journal*, 32, pp. 57-61. Available at: <https://doi.org/10.1023/B:ECEJ.0000039645.97144.02> (Accessed: 7th January 2022).

David, L. (2016) Montessori Method: Learning Theories. Available at: <https://www.learning-theories.com/Montessori-method-Montessori.html> (Accessed: 6th January 2022).

Department of Education (2021) Statutory Framework for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five. Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/951214/early-years-foundation-stage-2021.pdf) (Accessed: 6th January 2022).

Department of Education and Training Victoria (2019) Literacy Rich Environment. Available at: <https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/emergentliteracy/Pages/literacyrichenvironment.aspx> (Accessed: 4th January 2022)

DGMT: The Human Factor (2017) *Child development: What you need to ask/talk about* [Online]. Available at: <https://changesa.dgmt.co.za/first-1000-days/support-a-mother/step-3-start-building-a-relationship/child-development-what-you-need-to-asktalk-about/> (Accessed: 13th December 2021).

Ebbeck, M. Warrier, S and Goh, M. (2018) 'Early Experiences Matter: A Relationships-Based Curriculum for the Birth-to-Three Age Group', *Early Childhood Education Journal*, 46(1), pp. 83-92. DOI:10.1007/s10643-017-0847-9.

Flannagan, P. (2007) *Toddlers play area in The Secret Garden, Eden Villa Park* [Online]. Available at: <https://www.geograph.ie/photo/512145> (Accessed: 31st December 2021).

Forbes, R. (2004) *Beginning to Play: Young Children from Birth to Three*. Open University Press.

Galley, G. (2010) *Babies Outdoors: Play, Learning & Development*. [Video]. Available at: https://librarysearch.uwtsd.ac.uk/permalink/44WHELP_UWTSD/igoon/cdi_alexanderstreet_marcxml_AcademicVideoOnlinePremiumOutsideNorthAmericaASP3978570_marc (Accessed: 7th January 2022).

Gov.uk (no date) Maternity Pay and Leave. Available at: <https://www.gov.uk/maternity-pay-leave/print> (Accessed: 7th January 2022).

Grimmett, S.M. (2011) *Is your pediatrician always right?* [Online]. Available at: <http://sojournermarablegrimmott.blogspot.com/2011/06/is-your-pediatrician-always-right.html> (Accessed: 5th January 2022).

Hancock, M. (2016) *Infant Toddler Environments*. [Video]. Available at: [Infant Toddler Environments - Bing video](#) (Accessed: 5th January 2022).

Head Start Early Childhood Learning & Knowledge Center (2020) Child Observation: The Heart of Individualizing Responsive Care for Infants and Toddlers. Available at: <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/child-observation-heart-individualizing-responsive-care-infants-toddlers/child-observation-heart-individualizing> (Accessed: 5th January 2022).

Head Start Early Childhood Learning & Knowledge Center (2020) Resources for Infant/Toddler Learning Environments. Available at: <https://eclkc.ohs.acf.hhs.gov/learning-environments/article/resources-infanttoddler-learning-environments> (Accessed: 5th January 2022).

Honeybear Lane (2018) *Welcoming Baby #5* [Online]. Available at: <https://www.honeybearlane.com/2018/09/welcoming-baby-5.html> (Accessed: 13th December 2021).

Hurst, V. and Joseph, J. (1998) *Supporting Early Learning*. Buckingham: Open University Press.

Insel, P. *et al.* (2013) *Discovering Nutrition*. 5th edn. Jones & Bartlett Learning.

Iowa Regents Center for Early Developmental Education (no date) Purpose of Block Play in the Infant - Toddler Classroom. Available at: https://regentsctr.uni.edu/sites/default/files/activitySheet/infants_and_toddlers_block_play_activity_sheet_final.pdf (Accessed: 5th January 2022).

Isaacs, S.A. (2013) *Integrative Therapy for Children and Families* [Online]. Available at: https://www.therapyforyourchild.com/self-care-and-hierarchy-of-needs-by-sheryl-a-isaacs-ms.html# (Accessed: 6th January 2022).

Kambouri-Danos, M. *et al.* (2017) *Exploring Our Practitioner and Parent Partnerships*. Available at: <https://www.earlyyearseducator.co.uk/features/article/exploring-our-practitioner-and-parent-partnerships> (Accessed: 7th January 2022).

Kaplan Early Learning (2022) *Creating Outdoor Play Environments for Infants and Toddlers*. Available at: <https://www.kaplanco.com/ii/creating-outdoor-play-environments> (Accessed: 5th January 2022).

Karakochuk, C.D. *et al.* (2017) *The Biology of the First 1,000 Days*. Milton: Routledge.

Keenan, T. Evans, S. and Crowley, K. (2016) *An Introduction to Child Development*. 3rd edn. Sage Publications Ltd.

Little's Parenting (2021) *nutrition in first 1000 days of life | why the first 1000 days of life are important for your baby?*. [Video]. Available at: <https://www.youtube.com/watch?v=oFG6fFs8x8U> (Accessed: 5th January 2022).

Luther, A. (2014) *50 ways to have more fun with your baby*. My Life and Kids. Available at: <https://mylifeandkids.com/50-more-ways-to-have-fun-with-your-baby/> (Accessed: 6th January 2022).

Marie, S. (2017) Bronfenbrenner's Bioecological Approach. Available at: <https://www.suemarie.info/2017/10/bronfenbrenners-bioecological-approach.html> (Accessed: 7th January 2022).

Martorell, R. (2017) 'Improved nutrition in the first 1000 days and adult human capital and health', *American Journal of Human Biology*, 29(2). Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5761352/> (Assessed: 13th December 2021).

Mathieson, K. (2015) *Inclusion in the Early Years*. McGraw-Hill: Open University Press.

McLeod, S.A. (2020) Jean Piaget's theory of cognitive development. Available at: [Jean Piaget's Theory and Stages of Cognitive Development | Simply Psychology](#) (Accessed: 6th January 2022).

McLeod, S. A. (2019) Learning Theory in Education. Available at: [Bruner - Learning Theory in Education | Simply Psychology](#) (Accessed: 6th January 2022).

M Health Fairview (2021) First 1,000 Days – a Critical Time for Children's Brain Development. Available at: <https://midb.umn.edu/news/first-1000-days-critical-time-childrens-brain-development> (Accessed: 13th December 2021).

Murdock, S. (2017) *What are the basic rules followed by the different styles of referencing format?* [On-line]. Available at: <https://www.quora.com/What-are-some-examples-of-referencing-styles-in-writing> (Accessed: 12th January 2022).

Nursery World (2013) EYFS best practice: All about ... joyful learning. Available at: <https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-joyful-learning> (Accessed: 4th January 2022).

Nutbrown, C. and Page, J. (2008) *Working with Babies and Children: From Birth to Three*. London: SAGE Publications.

1,000 Days (2018) *Why 1,000 Days*. Available at: <https://thousanddays.org/why-1000-days/> (Assessed: 13th December 2021).

Picpedia (No date) Creative Commons Chalkboard Conclusions Image [On-line]. Available at: <https://www.picpedia.org/chalkboard/c/conclusions.html> (Accessed: 12th January 2022).

Pix, P. (2015). *Mental Health Infographic* [online]. Flickr. Available at: <https://www.flickr.com/photos/pain-pix/18338982104> (Accessed 30th December 2021).

Raising Children.net.au. (2020) Encouraging literacy development. Available at: [Literacy development in children | Raising Children Network](#) (Accessed: 3rd January 2022).

- Raising Children.net.au (2021) *postnatal depression*. [Video]. Available at: <https://raisingchildren.net.au/guides/first-1000-days/mental-health-and-pregnancy/postnatal-depression> (Accessed: 5th January 2022).
- Raising Children.net.au (2020) Stress and Pregnancy. Available at: <https://raisingchildren.net.au/guides/first-1000-days/mental-health-and-pregnancy/stress-pregnancy> (Accessed: 3rd January 2022).
- Rogers, P. (2011) *Examples of the Zone of Proximal development* [Online]. Available at: <https://autisable.com/2011/09/06/examples-of-the-zone-of-proximal-development/> (Accessed: 4th January 2022).
- Ross, F.C. (2017) *Stakes of Life: Science, States, Policies, Publics and 'The First Thousand Days'* [On-line]. Available at: <http://somatosphere.net/2017/stakes-of-life-science-states-policies-publics-and-the-first-thousand-days.html/> (Accessed 10th January 2022).
- Sensory Treasures (2018) Treasure Baskets - Sensory Treasures - Explore - Discover - Learn. Available at: [treasure baskets - Sensory Treasures - Explore - Discover - Learn](https://sensorytreasures.com.au/treasure-baskets-sensory-treasures-explore-discover-learn) (Accessed: 6th January 2022).
- SK (2010) *DESIRE TO HELP OTHERS APPEARS INNATE IN BABIES* [Online]. Available at: <http://teachingtaylor.blogspot.com/2010/01/understanding-children-desire-to-help.html> (Accessed: 31st December 2021).
- Smidt, S. (2002) *A Guide to Early Years Practice*. 2nd edn. London: Routledge.
- The kiboomers - kids music channel (2016) A Sailor Went to Sea | Kids Song | Nursery Rhyme | Lyrics | Toddler Songs. [Video] Available at: <https://www.youtube.com/watch?v=dnG4J-91fMc> (Accessed: 6th January 2022).
- Tomlinson, M., Cooper, P. and Murray, L. (2005) 'The Mother -Infant Relationship and Infant Attachment in a South African Peri-Urban Settlement', *Child Development*, 76 pp. 1044-1054. Available at: <https://doi.org/10.1111/j.1467-8624.2005.00896.x> (Accessed: 2nd January 2022).
- Twinkl EYFS (2021) The Importance Of Partnerships With Parents. Available at: https://www.youtube.com/watch?v=GGtwk-L_Vpl (Accessed: 7th January 2022).
- Underdown, A. (2007) *Young children's health and well-being*. McGraw Hill: Open University Press.
- University of Minnesota (2019) Birth to Three Clinic and Early Childhood Mental Health Program. Available at: <https://med.umn.edu/pediatrics/programs-and-centers/birth-three-clinic-early-childhood-mental-health-program> (Accessed: 3rd January 2022).
- Vamos, J. (2015) 'FREE TO MOVE, FREE TO BE', *American Journal of Psychoanalysis*, 75(1), pp. 65-75. DOI:10.1057/ajp.2014.60.
- Vygotsky, L.S. *et al.* (1978). *Mind in Society: The development of higher psychological processes*. London: Harvard University Press.
- Welsh Government (2021) A curriculum for funded non-maintained nursery settings. Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/553627/mod_resource/content/1/curriculum-funded-non-maintained-settings-consultation-doc.pdf?redirect=1 (Accessed: 7th January 2022).

World Health Organization (2019) Nutrition counselling during pregnancy. Available at: https://www.who.int/elena/titles/nutrition_counselling_pregnancy/en/ (Accessed: 30th December 2021).

Woods, A. (2017) *Elemental Play and Outdoor Learning*. Abingdon, Oxon: Routledge.

Wynn Anne's Meanderings (2015) International Women's Day. [Online] Available at: <http://wynnanne.blogspot.com/2015/03/international-womens-day.html> (Accessed: 31st December 2021).