

Reflection on Early Years Provision

Models of provision

Chang (2019, p.95) states reflection is the ability to evaluate a specific topic to allow “in-depth learning”, increasing the quality of practice and improving children’s opportunities in learning. Davies (2015) believes reflective models allow for practitioners to evaluate their own practice to have careful consideration and self-evaluation, allowing practitioners to understand the positives and negatives of practice, benefiting practice because practitioners can implement more effective practice as they understand what needs to be improved.

Additionally, Davies (2015) believes reflection allows for continuous development in a practitioner’s knowledge and understanding, enabling practitioners to change, develop and adapt in gaining experience. The Foundation Phase curriculum believes continual personal and professional development within early years settings allows for focus on how they can develop (Welsh Government, 2015). This is supported by Donaldson (2015) curriculum because he believed personal and professional development in practitioners enables a practitioner to provide high quality practice because they have a wider knowledge and understanding of children’s development. Additionally, Bass, Fenwick and Sidebotham (2017) state access to participate in critical reflection supports the practitioner in becoming independent, trustworthy, and shows they can be a reliable leader within the setting, this level of reflection is required to support the development of high-quality services for both children and their families.

Husebø, O’Regan and Nestel (2015) state Gibbs model is about learning from experiences and assessing the actions that a practitioner takes on an individual basis and when practitioners assess their actions, they can improve the situation by understanding the negatives that took place which can allow for the practitioner to focus on these aspects to evaluate, analyse and conclude what action plan will be more effective to children’s development when implemented, allowing for deep critical reflection.

Avril (2015) states when practitioners engage in Gibbs reflective model, they can take each step which allows for more in-depth understanding of their own practice, and to be more aware of the impact their own practice has. However, Avril (2015) also states this model can be time consuming and difficult to complete, because practitioners may not be able to have time to complete the reflection, especially if repeated after every activity which takes place. This could cause the practitioner to become unmotivated, therefore forgetting the reasoning behind reflection and resulting in superficial reflection (University of Edinburgh, 2011).

Markkanen, et al. (2020) believes Gibbs reflective cycle improves quality practice by allowing practitioners to express their thoughts and feeling through reflection, providing them with a more understanding of how their actions impact children and improving their perspective. De Bono (2017) also focuses on the importance of practitioners expressing how they feel in the Six Thinking Hats models, because he believes a practitioner's feelings towards an action provides a personal understanding of what they believe went well and what did not. Markkanen (2020) also states having a new perspective allows for practitioners to understand children's thoughts and feelings, improving the relationship and allowing for children's development to be improved because they are more likely to participate in activities. This is due to being comfortable within the setting and children allowing themselves to play and engage in activities with the practitioner where the practitioner can facilitate their development by including sustained-shared thinking (Brodie, 2014).

Gibbs (1992) states the reflective cycle allows for practitioners to understand the importance of ensuring quality practice when working with children, because it allows for the practitioner to understand how and why the children reacted to the activity and whether there are any implementations that could have been made to make it more enjoyable to extend learning opportunities. Hopkinson (2020) states the reflective cycle allows for an understanding of lack of knowledge the practitioner could have, giving the opportunity for the practitioner to engage in research or training courses that could improve their professional knowledge. However, a criticism is Gibbs focuses on reflection on action which does not support the development of critical reflection as

this is required to support practitioners to become critically reflective (Hopkinson, 2020).

However, De Bono (2017) believed practitioners should work together during reflection because it allows for different perspectives to be discussed and considered, therefore, allowing for practitioners to gain knowledge which can be influential and change their perspective, whilst Avril (2015) states Gibbs believes reflection should be completed on an individual basis. Kivunja (2015) believes De Bono's model allows for practitioners to work together to solve problems and overcome difficulties within the setting which promotes critical thinking skills; providing a wider understanding of the topic and increases team working skills. Furthermore, improving practitioner's confidence allows practitioners to share differing opinions and ideas which is beneficial because it enables a deeper insight to practice, therefore proving the quality of provision (Kivynja, 2015). However, sharing differing opinions can have a negative impact if not everyone within the team is open minded to constructive criticism, which can cause relationships within the team to be impacted negatively (Redding, 2019).

Göçmen and Coşkun (2019) state the six thinking hats reflective model allows for practitioners to share ideas, understand the positive and negatives, understand what the problems were, and the process and actions needed whilst ensuring are given the time to share thoughts and feelings throughout. Skills You Need (2011-2021) state it expression of thoughts and feelings during reflection allows for practitioners to be comfortable in saying how the activity could be improved and why.

This impacts practice because it allows for practitioners to share different knowledge from varied perspectives, which could be from multiple professions and enable practitioners to implement new support strategies which can result in children's development being improved (Optima Training UK Limited). NHS (no date, p.1) discuss De Bono's model allows for practitioners to "test new ideas" and assess the impact it has on children, families and practitioners, allowing for an understanding of how the activity or action impacts them. Furthermore, NHS (no date) state

implementations created as a team will improve the negative aspects and allow for quality practice to be improved because the implementations will be focused on improving children's quality of life and development.

Salas, Reyes and McDaniel (2018) believe reflecting as team allows for practitioners to feel more included and less like they are on their own, enabling concerns and difficulties to be discussed and overcome because another practitioner may have experience in challenge and can share what they implemented to allow for the support of all children, therefore increasing quality practice. However, Gibbs reflective cycle does not include practitioners working together, possibly causing practitioners to feel isolated and unable to discuss difficulties they have on a personal or professional level (University of Edinburgh, 2011).

Reflection

Introduction

Dewey believes reflection is a way of making sense of experiences and difficult situations, because when reflecting on a situation a practitioner can understand the positives and negatives in order to understand what needs to be improved and why (Hébert, 2015). Davies (2015) also states that with the understanding of what needs to be improved, practitioners can implement strategies of personal or professional development, therefore improving knowledge, skills and understanding. This briefing paper will give practitioners an understanding of why it is important for reflection to take place.

Reflective Skills

Venninen, et al. (2012) believes that to be reflective a practitioner must have the skills to recognise the difficulties to improve and change pedagogical practice.

Additionally, Venninen, et al. (2012) also states these skills include honesty, openness, consistency and respect, because they allow for the practitioner to be open to new perspectives and knowledge, to be consistent in reflecting and respect any diverse opinions. Furthermore, Venninen, et al. (2012) also states the layers of reflection include thorough analysis and personal learning to improve professional development.

ECA Learning Hub (2012) believes reflection is different for everyone and to be able to reflect in the way that works for you, it is important to try different ways.

Bronfenbrenner emphasises the importance of working in partnership with parents and families, because it allows for a discussion of what is best for the child when reflecting on practice because the child is at direct impact of the choices that a practitioner makes (Hayes, O'Toole and Halpenny, 2017).

Theories

During reflection it is important for practitioners to understand theory because it allows for an understanding of how children develop and what activities and ways of support are more effective to children (Davies, 2019: Psychology, no date).

Vygotsky's social constructivism theory is important to be used when reflecting because it allows for the practitioner to understand that when including implementations, activities must be made appropriate for the child's development (Gray and Macblain, 2015). Additionally, it allows for practitioners to understand children need to be scaffolded and their development facilitated with sustained-shared thinking and support (Gray and Macblain, 2015).

Piaget's theory during reflection is important to have knowledge on because it allows for practitioners to understand children learn efficiently through hands-on experiences, which during reflection and implementing improvements allows for practitioners to ensure that children can have physical experiences (Halpenny and Pettersen, 2014).

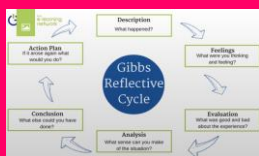
Partnership Working

Miller-Young (2016) states during reflection it is important to work in partnership with other practitioners, families and children, because practitioners share experiences and perspectives with one another. Additionally, Miller-Young (2016) believes partnership working in reflection enables practitioners to build on their previous knowledge.

However, when practitioners work in partnership, they need to have time, energy, patience and persistence (Miller-Young, 2016).

During partnership working practitioners will use critical thinking skills to listen and respond with an in-depth understanding of what their ideas and opinions are within reflection (De Bono, 2017). Cottrell (2017) believes critical thinking skills allows for practitioners to have an in-depth understanding of a topic, which is used when discussing how to improve an activity or action.

Gibbs



(Rumson, 2018)

The University of Edinburgh (2021) state Gibbs reflective cycle allows for practitioners to take six steps that allow for an in-depth understand of what needed to be considered when reflecting. The reflective cycle steps include description, feelings, evaluation, analysis, conclusion and action, which allows for practitioners to understand their thoughts and feelings are considered within the reflection, therefor allowing for personal and professional development to take place (University of Edinburgh, 2021). Zembylas (2014) believes practitioners considering their own thoughts and feelings during reflection shows they can understand the impact their actions have upon children, and emphasises the purpose of why facilitating children's development is important.

De Bono



(Social Influence, 2018)

De Bono (2017) six thinking hats reflective model includes practitioners working together to reflect on an activity or situation, this involves sharing ideas, discussing the positives and facts, the negatives, emotions and feelings, and the process and actions needed to be implemented. During the discussion, all practitioners are to be given the opportunity to express what they feel about the activity, because it allows for all practitioners to feel included within the team (De Bono, 2017). Toolshero (2013-2020) believes the reflective model allows for practitioners to have new insights and perspectives, enabling practitioners to become open minded to new ways of approaching the topic.

Foundation Phase

Within the Foundation Phase framework, it emphasises that practitioners must “reflect a range of perspectives, to engage children and prepare them for life as global citizens” (Welsh Government, 2015, p.5).

Reflection within the Foundation Phase includes assessment criteria, where practitioners can understand how the activity impacted the children and what implementations can be put into place to make practice more efficient (Welsh Government, 2015).

Quality practice is discussed throughout the Foundation Phase framework, which is promoted through reflection, because it ensures practitioners can understand how they can make the setting more developmentally impacting towards children (Gün, 2011).

When reflecting, the Foundation Phase framework includes quality practice examples to ensure takes place (Welsh Government, 2015).

The quality practice skills to consider when reflecting include sustained-shared thinking to promote child centred provision and ensure there is child led play (Helm and Katz, 2016). Montessori (2014) child led theory, provides knowledge that children learn more efficiently through child led activities because they have chosen to participate.

Additionally, when reflecting Piaget's theory must be considered because he believed children learn more efficiently from hands-on experiences, due to having increased interactions and more engagement within the activities (Piaget, et al., 1969).

Keys

REPEY – Researching Effective Pedagogy in the Early Years

Estyn – Education and Training Inspectorate

CIW – Care Inspectorate Wales

For further information please see:

REPEY:

https://moodle.uwtsd.ac.uk/pluginfile.php/32/9928/mod_resource/content/1/REPEY.pdf

Estyn: <https://www.estyn.gov.wales/>

CIW: <https://careinspectorate.wales/>

Children's rights:

https://www.unicef.org.uk/?qclid=CjwKCAIAI4WABhAJEiwATUnEF45_ZlrPAYUEUPzXg819ag7DsJoShDWPrBc-RCcrTFInrG3AQiRVfxpCj5eQAvD_BwE

REPEY

Within the research effective pedagogy in the early years (REPEY) paper, it states when reflecting, a practitioner must ensure they are supporting children's skills, knowledge and attitudes (Siraj-Blatchford, et al., 2002).

Additionally, the REPEY paper also emphasises the importance of improving the quality of environment children are in, and when reflecting additional ways to facilitate the environment allows for child to explore the outdoors in child-initiated play (Siraj-Blatchford, et al, 2002).

Siraj-Blatchford, et al. (2002, p.10) also states completing “formative assessments”, within settings allows for practitioners to understand children's development and what they need support in. During reflection, this allows for activities to be adapted to suit the needs of the child, which will encourage child to participate and to become motivated to learn and develop (Oxclose Nursery, 2021).

Donaldson

The Donaldson (2015) curriculum states reflecting is important to ensure the child is considered at the centre because their development is at the direct impact of the practice, showing an understanding that quality practice is needed to enforce the importance of improving children's development.

Additionally, Donaldson (2015) discusses not only do practitioners need to enforce the importance of facilitating children's development when reflecting, but parents of the child must also be considered. Education Endowment Foundation (2021) state this is because parent's can feel more involved and they see the importance of facilitating their development, which is discussed in Bronfenbrenner's partnership theory (Leonard, 2011).

Conclusion

To conclude, throughout practice practitioners must ensure they reflect on activities and situations that have taken place, this is to enable practitioners to have efficient quality practice. Therefore, allowing for personal and professional development throughout their career, and giving children learning opportunity whilst also ensuring every practitioner understands how children develop efficiently.

To reflect, practitioner's must also understand theories of early child development and the models involved, because they allow for knowledge of how and why children develop in different ways, enabling practitioners to facilitate this and provide support strategies to help guide children into developing appropriately.

Models such as Gibbs or De Bono can be used to help understand the structure of reflection and when reflecting, each practitioner may have a specific style of reflection that works for them, or they may combine the different reflective models. This is because every practitioner is different and learns in different ways, which should be encouraged.

Estyn

Estyn (no date) inspects settings to ensure they provide quality practice by achieving specific criteria's and adhere to the Foundation Phase framework.

When reflecting, practitioners must ensure they are promoting children's development through quality practice, this is to improve the learning opportunities and outcomes children have (Estyn, no date).

Achieving positive outcomes within early years settings is important because according to Encyclopedia on Early Childhood Development (2021), through neurological studies a child's learning experiences can impact them long term.

Estyn (no date) believes when reflecting practitioners must:

- Contribute to the team,
- Identify strengths and weaknesses,
- Include parents and children's opinions and ideas,
- Conduct continuous self-evaluation,
- Conduct observations on children.

These are needed because it allows for personal and professional development of the practitioner, therefore, improving their quality practice within early years settings (Estyn, no date).

Care Inspectorate Wales (CIW) (2021) is similar to Estyn as they ensure children are being provided with quality care, this is through inspections to setting because they believe a child's needs are paramount, which must be considered within reflections.

When reflecting, the understanding of what is expected and of the current curriculums or frameworks, allow for children's needs to be met and their right to education in article 28 to be promoted to allow for all children to be given the opportunity to be successful (Unicef, no date).

Reflective Log

Brief description of the activity
There were six children who were between the ages of two and three. The activity that took place is the Hungry Caterpillar story sack, which includes an activity where children count the fruit used and stick the amount of fruit onto a board using Velcro so that the activity can be repeated, and this was completed inside the setting in the comfy corner within the Flying Start setting.
Objective of the activity
The objective of the activity is to increase children's fine motor skills and coordination when sticking the images of the fruit to the board. Additionally, the activity is aimed to develop language/mathematical thinking through the children being able to identify the fruit names and count the amount of each fruit that will be needed which is stated in the Hungry Caterpillar story.
Your role
Within this activity my role is to encourage each child to participate in sticking the food items to the board and to allow for every child to have a turn, which allows for children to feel included and not excluded. Therefore, enabling children's right to equality and inclusivity, and to not be excluded due to religion, disability, gender or race (Equality Act, 2010). When planning out the activity I ensured all resources needed were available, the environment was comfortable, and I asked the children whether they wanted to do the activity or not and if they did not want to participate, I allowed for them to do any other activity they wanted. Additionally, when children did want to participate, I ensured that I modelled positive behaviour and encouraged children whether they got something correct or incorrect, and ensured that I asked questions to promote sustained-shared thinking. Before the activity, I discussed my plan with the manager of the setting to ensure the activity was not too difficult for any of children and to make adaptations if there were any concerns regarding the activity. This activity was in adherence with the children's development, because if it were too difficult or too easy then children would not benefit from activity in their mathematical and language development.
Positive aspects – why? How could these be developed further?

During this activity children were engaged and actively involved throughout because the activity was age appropriate and children were given the individual opportunity to interact and participate within the activity. Additionally, children were familiar with the activity as it had taken place multiple times beforehand, it was within the setting and children could use the activity on their own if they wanted to.

Interaction was considered highly in the activity because there is an understanding as Piaget discusses, that hands-on experience allows for children to want to be involved and they see activities more as a game, rather than feeling they must do the activity, enabling improved holistic development (Piaget, 1951). This could be developed further by having the activity outdoors because children can use the environment to participate in the activity rather than being provided with the resources, they could find them.

Challenging aspects – why? Link to your own practice.

Challenges within the activity were that it was a loud environment because the children when excited shouted due to delayed development in line with their additional learning needs, however on reflection I could have considered having the activity with a smaller group of children.

The children involved were ages two to three, meaning that sitting down for a long time can be uncomfortable, and most children at this age would rather be doing activities involving running around and finding things, therefore I should have considered adapting the activity to be outdoors because it allows for children to express themselves in a larger environment and there is space for every child to do what they want.

What knowledge did **you** demonstrate?

Knowledge skills that were demonstrated were knowing the behaviour policy and ensuring the behaviour policy was followed. I provided consistency by arranging for the children to sit down in a circle, this allowed all the children to be seen, and also for the children to see the other children, resources and the teacher clearly as I know that it is important for children to be in a routine and to have the opportunity to engage in the activity to facilitate their development.

I also modelled appropriate behaviour through my knowledge of child development theory such as Vygotsky as this ensured that every child had a turn, instead of interrupting and trying to do the

activity whilst it was someone else's turn. The behaviour policy was also demonstrated because I demonstrated how to listen, by allowing every child to say what they wanted to and by waiting for them to finish before I said anything. The importance of this is understood, through understanding a child's right to expression of thoughts and feelings (Unicef, no date).

I also understood that not every child may want to participate in the activity, because Montessori believes that when children are given a choice, they are more likely to choose something that they enjoy and are more likely to develop because they are involved completely within the activity, instead of feeling like they must do the activity (Rockingham Montessori School, 2020). Additionally, children have the right choice and it is a practitioners responsibility to enforce the importance of allowing children to choose what they want to participate in (Unicef, no date).

I also ensured the children were content, felt safe, were warm and not in need of hydration or food as this supports Maslow's hierarchy of needs theory. He explains that children's needs are to be fulfilled before they can learn. I demonstrated this by ensuring children were happy and settled before starting the activity which involves their emotional and social needs (Pichère, Cadiat and Probert, 2015).

What skills did **you** demonstrate?

When conducting this activity, I ensured I demonstrated listening and patience skills because when these skills are demonstrated children will repeat this behaviour because they see practitioners as role models and it allows for every child to feel like they can speak because they thoughts, feelings and expressions are valued.

I also ensured that I displayed consistent approach to supporting emotional development, praise and listening and responding, because when practitioners are consistent children can understand the difference between what is right and wrong without being confused and they feel like they are being treated the same as everyone else and not being treated differently or excluded for any reason.

Which values did **you** demonstrate?

My values that I upheld were that I allowed every child to have a turn and I was inclusive to every child, because this allows for children to have increased confidence as they are being encouraged

to be involved and they praised for any participate they have. This also ensures that I am respectful towards the children and I am ensuring that every child feels respected.

Throughout the activity, I also ensured that a value I demonstrated was non-judgement by accepting not every child is going to get a question right and it is okay for a child to get something wrong, because it is part of a child's development, as trial and error allows for children to take part in risk and challenge.

Additionally, I ensured that children were given a choice of where they want to sit and whether they wanted to participate or not, which allows for children to feel comfortable because they feel like they are in control of their own learning and they can choose what is most comfortable for them to sit on.

What could be done differently in future? Why?

In the future, I will improve the activity by having it outdoors and asking the children to find the fruit and the amount needed for the board, because children will be more involved within the activity and they will be more physically active. Children will be more interactive because with the understanding Piaget's theory, hands-on experience is more efficient in facilitating children's development because they can experience and engage in their own development by completing activities in a physical way. This also allows for children not to sit down for too long and for children to be more comfortable.

Additionally, I will include songs about metamorphosis on different animals, like frogs because it will extend children's learning and understand and give them a basic understand of how animals change.

Lastly, I will have a small group of children during the activity, to ensure the environment does not become too loud and overwhelming for children with additional learning because some additional learning needs such as Autism, can involve heightened senses in children where sound can be overwhelming.

Personal Development Plan

Further development	Why?	How?	Where?	When?	Challenges	Implications
Learn British Sign Language (BSL), to improve communication between practitioners and children, which allows for language barriers to be reduced.	During working with children with additional learning needs (ALN), communication is a direct barrier between understanding what a child wants or needs.	To learn British Sign Language, I will phone 01267 235413 and arrange to become part of the British Sign Language level 1 beginner's course. This will last ten weeks and is once a week.	I will follow websites, such as the National Deaf Children's Society (2021), to understand when and why learning sign language can be beneficial in children's development. I will also go onto the Carmarthenshire County Council (2020) website where they state there is a sign language course in Carmarthen that costs £85.	I will take part in this course in 2022, because during the current circumstances involving Coronavirus the course is no longer available until further notice.	The challenges involved are that the course could never become available again, in this circumstance I will look closely on the Carmarthenshire County Council (2020) website to see if there will be another course made available in a different area. Additionally, not all children that are verbally impaired can speak sign language, to overcome this I will use the Makaton (2011-2020) website to become involved in an online Makaton sign language course.	This will give me wider knowledge and understanding and increase my communication skills which can be used within my career or my social life.
Expand my understanding and knowledge of Autism in children.	It will allow for me to understand the strategies of supporting children with Autism and it will give me a wider understanding of how Autism can	To expand my understanding and knowledge of Autism in children, I will research Autism on the Ambitious about Autism	The Ambitious about Autism (2021) website discusses the ways that families of children with Autism can be supported and how Autism	After my studies in The University of Wales: Trinity Saint David, I will focus on improving my understanding of additional learning needs and	A challenge involved can be that there may be a larger range of courses, which can cost too much money overall. To overcome this, I will talk to the setting I am volunteering with to help me to	This will allow for me to be more aware of Autism and to understand the strategies. Therefore, allowing me to become more professional.

	affect each individual child.	(2021) website and I will participate in an Autism Awareness Training Course. Additionally, I will volunteer in an additional learning needs school to gain experience.	affects children and families lives. Within the High Speed Training (2021) website, there is an Autism Awareness Training Course which will cost £30 and is an online course. It discusses how Autism affects children and the strategies of support that can be given to children on the Autism spectrum.	participate in volunteering and courses that will enhance my understand of Autism and other learning disabilities.	develop my understanding and knowledge of Autism in children.	
Improve my confidence when reacting to negative behaviour in children.	During placement opportunities and work within an early setting, I have found it difficult to gain the confidence in understanding how to react to children's negative behaviour.	To improve my confidence, I will read the behaviour policy within the setting and discuss with the manager of the setting on the strategies that can be used in reacting to negative behaviour in children. I will also	I will do this in the setting that I am within because it will allow for me to work with the team of the setting to improve my confidence. Additionally, it will also allow for each team member to share how they react to negative behaviour which will	I will do this after my studies in University because studies will allow for me to gain more knowledge, which I can then build on once I have finished.	There is the possibility of not having a team that is willing to share their experiences with me as they believe it could breach confidentiality stated in the general data protection regulation (GDPR) (UKRI, 2020). To overcome this, I will only ask for the way the practitioner reacted and if I	This will allow for me to be become more confident, and more knowledgeable about different learning difficulties and the way I can approach them.

		work closely with a more experienced practitioner, in order to understand how they react to negative behaviour.	give me a wider perspective and understanding of practitioners who may have different experiences in reacting to negative behaviour.		will not repeat the information provided to me unless I believe that it could cause harm to the child or practitioner.	
Develop a way to balance University life and work life.	I have found it difficult in prioritising my University Studies and work life, which has caused me to leave my studies until soon before the deadlines.	I will ensure that I create a timetable, which will allow for me to make use of free time, whilst also ensuring I have time to be involved in activities that I enjoy and to go to work. I will also purchase a calendar where I can see in advance what will need to be prioritised.	This will be completed within my home, where I will also display the timetable and calendar to ensure that I do not overlap activities, work or studies with each other in order to not become overwhelmed .	This will be completed before my next module in University, this way I can ensure that I can balance studies, work and family time with one another.	During balancing studies, work and family time, I may not be able to involve in hobbies that I may enjoy, to overcome this I will ensure that I have free time to participate in activities that I enjoy.	The desired outcome of this is I become more productive, confident, organised and have a healthier approach to my study and social life.
Taking initiative in settings when a child is struggling or is becoming bored of	As linked with confidence, I have struggled with taking initiative of a set activity that children are involved in and	I am going to observe how other practitioners adapt an activity to direct it towards individual children. I will also	I will continue to work in early years settings, because it will allow for me to gain more experience and knowledge on	I will do this when I am next in early years setting. However, throughout my career I will continually observe and be open to	An implication involved could be that a child does not want me to participate in the activity, I will adhere to the child's wishes and not disturb their play if they do not want me to	The implications of this is, I can react more professionally and become more confident in my skills.

an activity.	improving it to enable children to become more engaged.	involve myself more when planning activities for children, because I may be able to provide information that a different practitioner may not have known which could improve an activity.	what resources are available and how I can take initiative in developing activities to be more effective to children's development.	other practitioners and children because there will be different learning opportunities every day and there may be something different that I can try.	because a child's play cycle and the way they development should be initiated and led by them.	
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