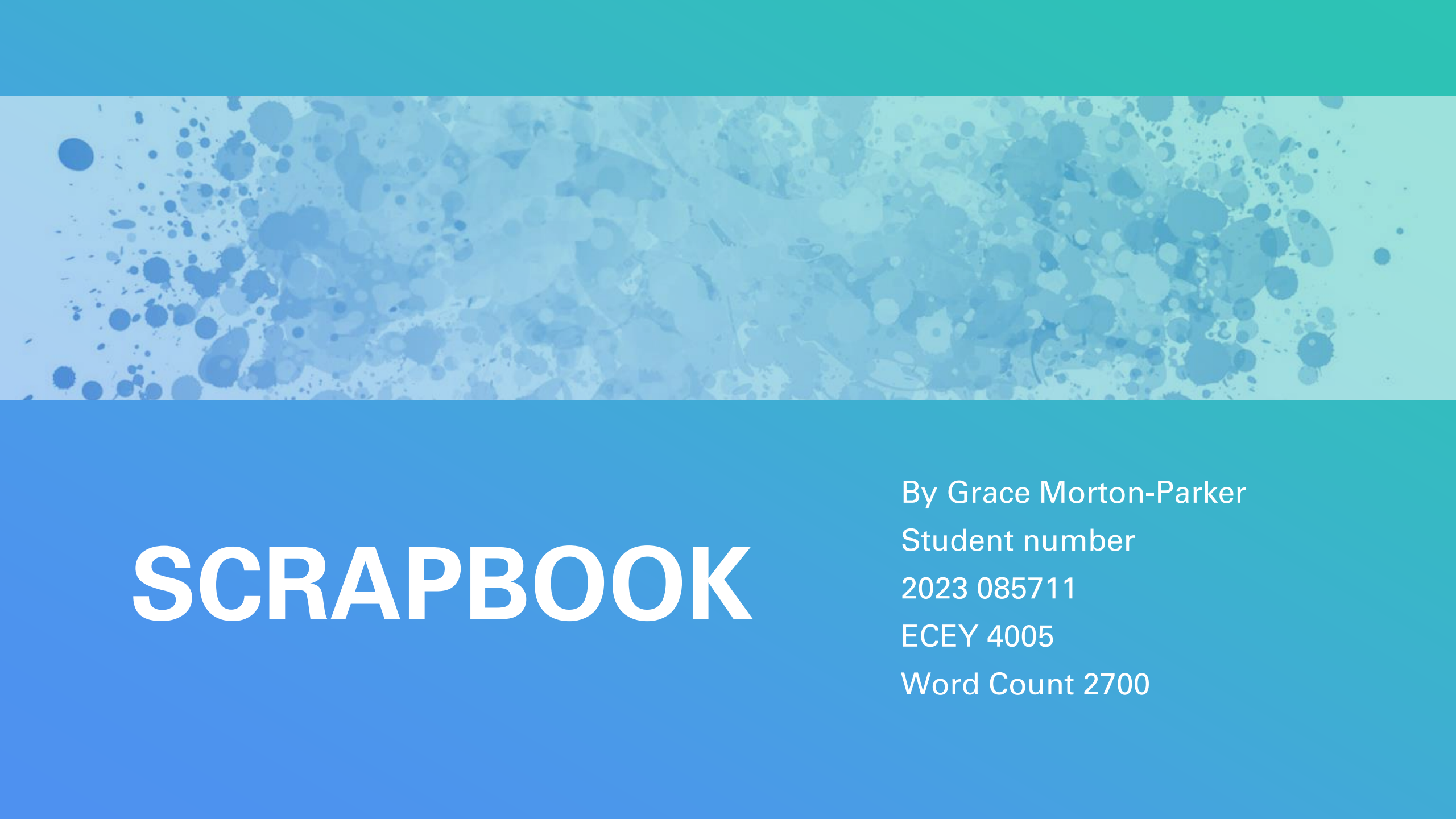




SCRAPBOOK

By Grace Morton-Parker

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What is the 1000 days and why is it important .

The first 1000 days is the early stage of a child life this stage start at conception to 2 years. This time is when the child brain grows and develops faster than any other time in the child life. A child brain start to develops in the womb as knicker et al (2008) says that at the age of one a child brain is grown 72% already of an adults and by the age of two the brain has grown an additionally 83% . According to Stiles and Jernigan the connections in a child's brain formed twice as fast at the age of two as in the brain of an adults these connections Building the child's holistic development, cognitive abilities motor skill and social emotional development Save The children(2016).



Research has shown that health , well-being of the child and mother and the right nutrition in the first 1000 days has significant effect on the child growth and development. Poor nutrition during these time cause an unchangeable harm to the child's brain

In pregnancy the mother having a healthy diet and nutrients such a folic acid, iron, protein and fatty acids to help build the baby brain in the womb.

Breastmilk is a nature superfood this has all the nutrition that need for brain development for an infancy . During feeding the baby learn to communicate and builds a responsive relationship with parents having a nurturing interaction that build up baby sensory and emotion connections which vital for cognitive and social emotional development. Baby transitions into toddler there growing brains needs nutritious food that is high in iron zinc and protein to help the brain to develop holistically 1000 days (no date)

The holistic development that a baby goes through in the first 1000 days is vast from being a newborn to walking and talking. All children develop at differently and at a different pace than others this all to do with the baby experience, home life and environment and if a baby has learning difficulties Brodie (2018) more information on 0–2-year development on the link below

<https://www.gov.wales/parenting-give-it-time/children-0-4-years/childrens-behaviour-0-4-years/new-parents-and-stages-development-0-4-years>



For child to develop they need these need basic needs to be meet first

- healthy diet which is explain above.
- loving relationships is a critical part of a child development through relationship baby's learn about the world around them and how to show their emotions.
- Having time to play baby's need to be stimulated with different experience from singing to having stories and sensory play this help them develop the skill the need for later on in life.
- Having a Safe and healthy environment for baby's will support their wellbeing and make the baby feel secure and loved.

Pregnacybith&baby (2022)

As it shown in Maslow Hierarch of needs all the basic needs need to be meet before child can move up and develop. If these need are not might in the first 1000 days it would have long lasting effect on the baby/child development Mclead(2023)

The first 1000 days in a child's life lay the foundation for the child's future by given them the tools and skills is needs for life Public Health Wales (no date)

What is exceptional care

Exceptional care when the child's holistic and individual needs are met. In a child lead, safe, stimulating and nurturing environment which the babies and child are at the central focus of. Have time and freedom to play and have access to all different experiences from indoors and outdoors. That all babies and children with different abilities or special education needs have some opportunities as their peers. That all children have a voice and that they are listened to. Welsh Government (1) (2023). As quoted in the national minimum standards "high quality provision in early year childcare and playwork provision, goes beyond basic expectations, continually reflecting and improving to offer the best possible experience and opportunities for children and families in Wales" To provide exceptional care all childcare settings need to follow these standards and be registered with Care Inspectorate Wales which is known as CIW. All early year practitioners to have a qualification or working toward in children care and that they are compliant and suitable in caring for children. That receive the mandatory training on health and safety, child protection and first aid. Know the safeguarding procedures and have a good understanding of the setting policies and procedures. To have a Disclosure Barring Service which called DBS check before working with children. Welsh Government(2)(2023).



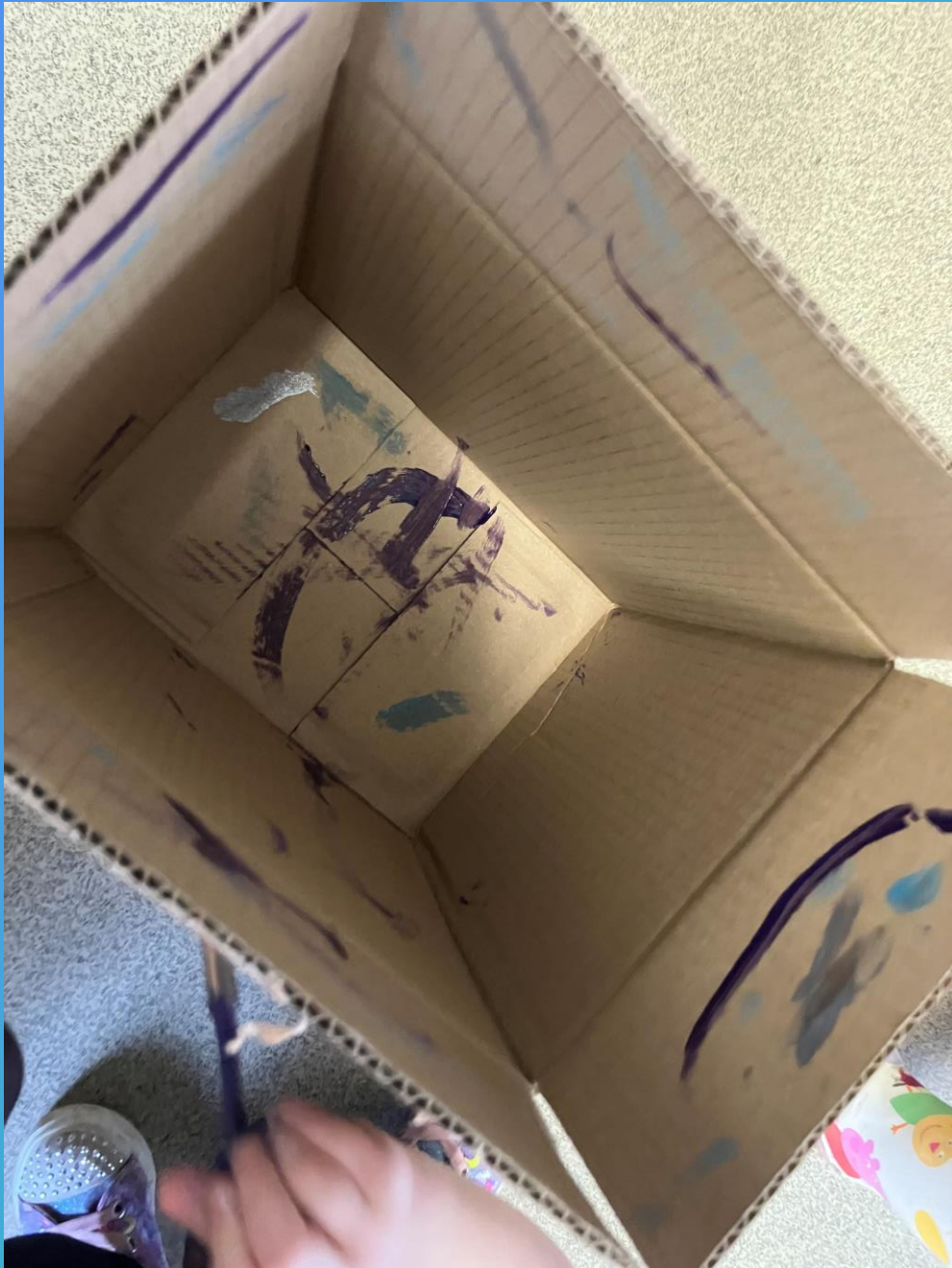


Ensuring that the children's rights are met as it states in the United Nations Convention on the Rights of the Child known as UNCRC that all children have the right as it says in Article 31 all children have the right to relax, play and have access to a wide range of activities that are age appropriate for the child and Article 3 Adults should act in the best interests of the child Unicef United Kingdom (no date)

With all early years workers to work as part of a team with the same purpose with a good understanding of what is good practice. Having clear communication and constant reflection and evaluation in their practice. Supporting families by working in partnership with children's parents / guardians and multi-agency such as health visitors, social services and other early years workers by sharing information and communication to ensure the best outcome for the child and that their holistic needs are met. by putting any support that can be put into place for the family and the child Gasper(2010)



Exceptional care is important because it give each baby/child a positive experience for a lifelong learning by developing and supporting the baby/child individually holistic needs and well-being that is develop the way that's fitting for them. By building their confidence and independence to play and make relationships with peers and practitioners that give them the lifelong skill that is need in life. Providing the child, a sense of belonging and ownership so they have the best start in their life Welsh Government(3)(2022)



Working in partnership other early year practitioners and multi-agency is good practise it build a bigger picture of the child's development and their holistic needs. It highlight any development concerns or safeguarding matter. This well give the right support and the best outcome for the child's and there family NSPCC(2023)

Article 18 in the UN parents have the shared responsibilities in bringing up their children do what best for them. Government must support parents by having multi-agency that's support children and parents unicef united kingdom(no date).

Practitioners gain more knowledge by sharing ideas experiences, training with other early years practitioners to provide the best quality of care and play experience for the children in the early year setting. Early Education(2021) Early years practitioner have support from other children care services such as PACEY works with different organisations giving skills, training and experience for early year setting to provide high-quality professional childcare Cwlwm(2016) link below [PACEY Cymru | cwlwm](#).

As Bronfenbrenner theory says that child's are impact on the environment around them . The ecological systems is formed in a circle all aspects of the circle have impact on the child. although some of the partnerships do not have physical contact with the child and families they still have an effect on the environment around the child. showing working in partnership with multi-agency can change and shape the environment around the child to have a positive impact on the child's holistic development Guy -Evans(2024).



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The challenges in providing high quality care

CIW has raised an issues about early year workers not having enough qualified and experienced early years practitioners due to recruiting and practitioners leaving the early year setting as well as illness and need to isolate because of being unwell. with the government changing the NMS has given more difficulties in keeping in staff to Childs ratio in early year staff Care Inspectorate Wales(2022). Early year practitioners not been able to better themselves by going on training or getting a high qualification in the early years due to lack of funding and the setting not have the staff to cover the practitioners to do this. Due to the pandemic some early year child setting having to close effected by the increase in costs and the reducing in staff to child ratios . childcare making it hard to find childcare spaces for families.



The impact on COVID -19 has had negative effect on children holistic development with communication skills and personal social emotional development having the most affected because of missing out on other child and adult interaction. taking longer for child settle in to early year setting. Children need more support in turn taking , sharing and playing. These delays have an impact on the child and their families by waiting longer to be referred to speech and language and routine health children. Which means that the practitioner not getting the right support need for the child to thrive in the early year setting Ofsted(2022)



Loose parts

Loose parts are an open-ended resource in early years childcare settings which are curious, beautiful, interesting, finding objects, materials and natural materials that children can move around the room, manipulate, control and change while playing. This offers multiple rather than single purpose to loose parts. It is endless what a child can do with loose parts from lining up, taking apart, building and new creating imaginative things with them. For example, using blocks to make a car, playing with seashells in the playdough and using stones in the role play area as food. Loose parts can be moved around the room; children will play with them on all different areas to develop the play. Have loose parts accessible for every child with the early year practitioners supervise children under the age of three will but part in their mouths. Playing with loose parts let younger children learn and explore through their senses. Sound, touch, smell and taste this how children make sense of the world around them. Few examples of sensory loose part playing: smell herbs that are grown in the garden. Treasure baskets: feeling different textures of natural materials like pinecones, dry leaves and acorns. Making sound by banging wooden spoons on really saucepans. Play with loose parts invite discussions and interactions and give opportunities for children to work together as part of a team. When early years setting environment is full of loose parts, children are able to be curious and discover loads of ways to play and manipulate, giving them knowledge and understanding, become more creative and flexible with their thinking and learning and meet the children's holistic development needs (Daly (2015)).





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Messy play

Is children using all their senses by exploring different materials for example sand, water, playdough, gloop and shaving foam are all part of messy play. Children are just experiencing these materials; they do not have to make or produce something. This captures their senses and meets the child's development needs. Learn different skills for example cognitive, physical, language and social skills. That children may not be able to experience at home. This can be done anywhere in the early year setting indoors or outdoors.

Research has shown that children that explore their senses develop physical skills more quickly than others that have not had the experience. An activity like playing with playdough builds on the child's fine and gross motor skills which also helps the child develop cause and effect, number sense and cognitive skills.

Having open-ended activities like sand or water and making patterns with loose parts give the child opportunities to learn at their own development level and pace, letting the child lead their own play and spontaneous learning. Head Start ECLKC (2022).

The role of the early year practitioner is to support and provide this experience in their setting, make sure the environment is providing meaningful learning, letting the child lead their own play by supporting, making sure the children are having a sense of fun and making language thought out child play. Welsh Government (3) (2022).



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The curiosity approach has a whole host of pedagogies that based on aspects of Montessori Reggio, Steiner the New Zealand curriculum. Making the early year setting more into a homely ,curious ,natural and valued environment and not a classroom that overstimulated .so the children can develop lifelong learning by being independent , problem -solving and communication. Not having to many choice to play with but giving the children more quality options for example open ended resource like loose parts and been able to explore messy play famly(2021). Compering to the development pathways for early year setting the approach is very similar. Where effective environment is the key to the child learning and development by given the children different expressed that they may not get at home. The five development pathways are belonging ,communication ,exploration, physical development and well-being. Looking at these pathways' children have the right to experience an environment where play is valued bot in itself and as a part of and learning this means children have space time freedom to lead the on play and learning Welsh Government(3)(2022)

Forest school is also a child centred approach to learning that is run by a qualified forest school practitioner offers holistic growth.. Which support exploration risk taking in an woodland outdoor environment. Developing children confidence ,self-esteem and lifelong skills. Forest school have six key principle that form their ethos. It a long- term process that the child have regular sessions it not a one of experience. It take place in the woodland in a natural environment where the child can develop the learning of the natural world around them given a positive relationship to nature. Offering the child opportunity to take risks that appropriate to themselves and the environment forest school(no date) below a video about forest school

<https://youtu.be/L3mqjtevkQc>

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