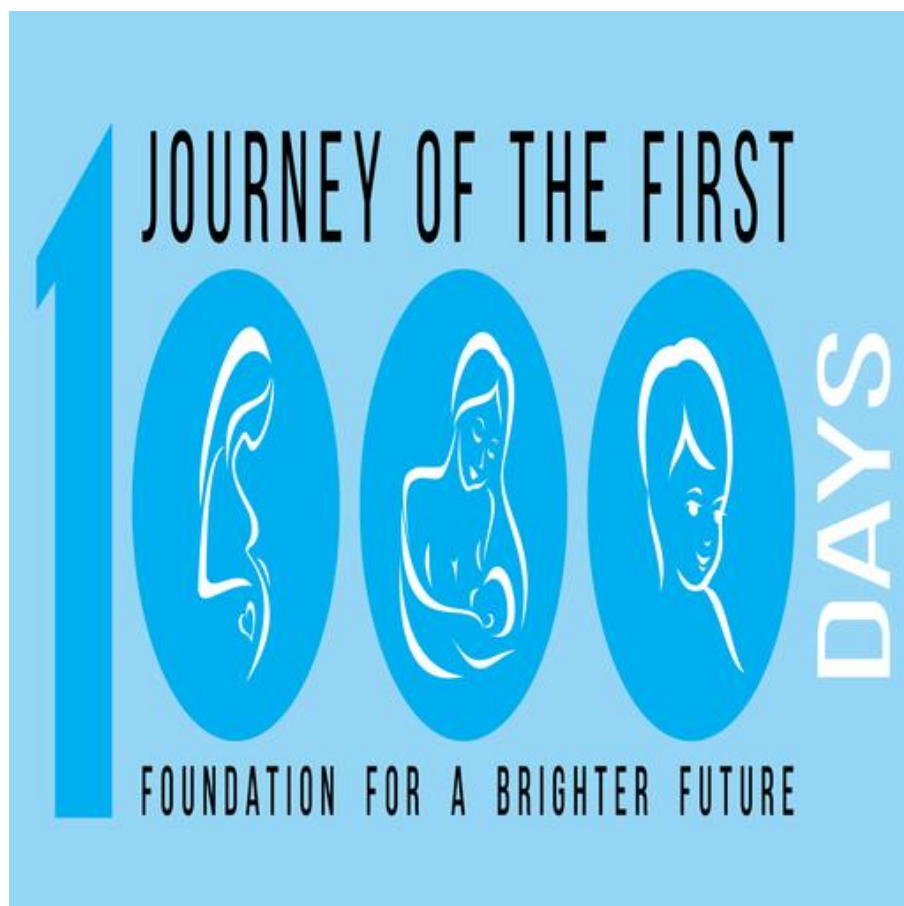
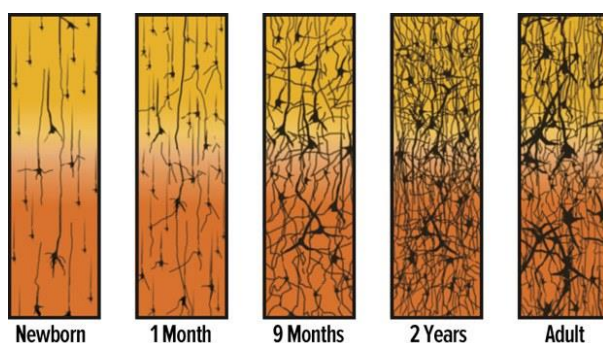




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2910 Word Count





WHY IS THE FIRST 1000 DAYS IMPORTANT?

The first 1000 days is important for the growth of the child, It refers from conception to two years old. First 1000 (N.D). This is when the child's brain, body and immune system begins to grow and develop. During the mothers pregnancy her health, nutrition and stress can have an impact on the unborn child whilst in the womb. Once the baby is born they will need –

- A loving relationship
- Healthy food
- Safety and security
- Time to play

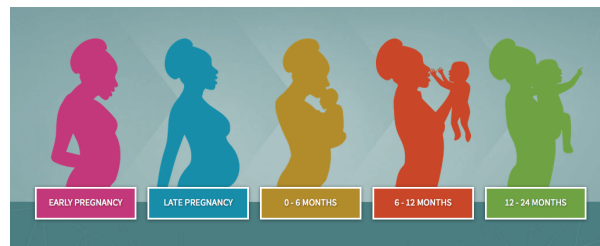
Health Direct Australia (2021) suggests that the baby's brain begins to grows whilst in the womb and more quickly than any other time, and that the way the brain develops during their environment contributes to how they are when grown up. The brain starts to develop from the start of conception but by week 4 it is estimated that the brain has 10,000 cells and by 24 weeks it is said the brain is estimated at 10 billion cells. According to 1000 days (ND) nutrition in the first 1000 days impacts on how a baby's body and immune system develops, and the influence it can have on the predisposition to diseases later in life. Nutrients like folic acid, iron, zinc and iodine play an important part in building a baby's brain during pregnancy. Ensuring the right nutrients are taken whilst in the womb is essential to a healthy start in life, it provides early brain growth and development, it provides cognitive abilities, motor skills and emotional development, which can impact the child in later life.

UNICEF (2013) also suggests that nutrition and the right nutrients are important to the brains development, but they also suggest that taking the nutrients at the right time during growth may or may not make a difference.

Iron deficiency is the most common nutritional deficiency in the world. According to UNICEF (2013) most pregnant women are classed as anaemic, due to the lack of iron deficiency. The highest risk of iron deficiency is that it could cause neurobehavioral during the foetal period and during infancy. The brain's development requires iron to help support the process of the brains learning and memory, the taking of iron supplements during key points, especially during pregnancy has been proven to be effective. The brain development in the first 1000 days is important for the brain growth and development, if the child develops well in the early stages of their life, then life choices maybe improved later on. Providing parents with support, to ensure that children have a safe and secure

environment and access to health care and nutritional food, will help set the foundation of a child's growth and development during the first 1000 days of a child life.

Caregiving





Importance of care?

NHS (2020) In the UK expecting mothers receive care from the very beginning of the pregnancy. The mother will receive regular check-ups throughout the pregnancy, they receive a blood pressure check, weight, urine sample for protein and an ultrasound this will measure the baby, check the growth development and for any possible conditions, like down syndrome.

NHS (2020) Once the baby is born a health care worker will do a number of important checks on the baby, they will check for Jaundice, any infections around the umbilical cord and if the baby is feeding. Follow ups will continue during the initial first few months of the baby's life, checking babies weight, nappies, feeding and hearing.

According to UNITED NATIONS (2019) The care given to expectant mothers in poorer countries receive less care due to the financial costs which impacts on the medical care that is provided, which leaves the pregnant mother and unborn child at higher risk of either death during pregnancy or having a stillbirth.

The WHO (2015) has considered the most causes of mortality is obstructed labour, high blood pressure and infection, due to the expectant mother not receiving any medical care due to the financial cost. There is also hardly any follow up care once the baby is born which can also result in infant deaths under the age of 2 years old.

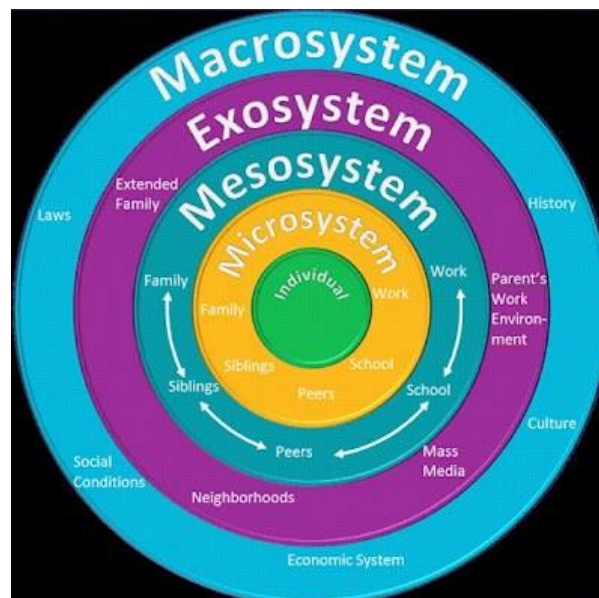
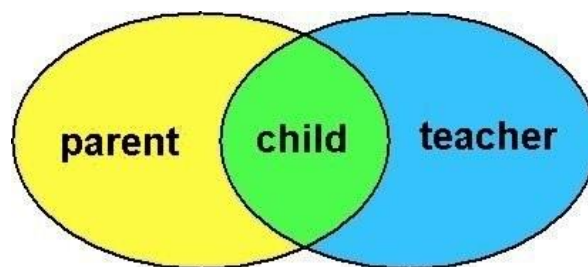
The Welsh Government (2019) suggested that it is important that all expectant mothers have a safe and positive experience during pregnancy and after pregnancy, and that they are supported in given their child the best start in life. The Welsh Government has set out to achieve at least 5 principles of maternity care:- Family centred, Safe and effective care, Continuity of care, Skilled multi professional agencies, Sustainable quality services.

Marlen, D (N.D) considers the caregiving an important part of the babies development and suggests that the Pikler approach provides a secure attachment between the child and carer. Pikler felt that a secure attachment was formed during the bodily care moments, like nappy changing, bathing, and feeding, she felt that these times should not be rushed as it provided an opportunity to form a trust between the child and carer. The principle was to slow down babies are happier when the environment around them is calm, listen to the child's cue be responsive when they make sounds, when you do not respond the child feels unheard and free movement trust that a baby can move themselves out of a position.

Although Montessori's approach was more on the child's ability and that self-care and playing was more likely to happen at different stages in the child's development. She also found that children would work and learn better if left uninterrupted. Sprout-kids (N.D).

Both Montessori and Pikler had similar approaches to caregiving, suggesting that you should follow a child's natural development and that respect for each child was important. Sprout-kids (N.D).

Partnerships





Professional Partnership

Pacey (2016) claims that as an early years practitioner we provide an important role in supporting play opportunities, helping to build knowledge of the world and developing key skills. As early years practitioners being inclusive to all children, regardless of their impairment, culture, background and language. In addition to this, having an understanding of the importance of building a relationship with the parents, to be able to achieve the best outcome for the babies development. Understanding that parents plays an important part in the babies development as the main carers, as they will have a strong bond with the baby and this builds a strong link to the child's brain development.

Birth to 5 Matters (2021) suggest that making your early years setting a welcoming and inclusive place to learn. Respecting each parents background, culture, language. The sharing of policy and procedures and communicating what their child has done during the day with the parents, can lead to parents supporting learning and developing at home.

PHW (2023) believe that early years practitioner having links with outside agencies like health visitors, social workers and adopting a family centred approach with support being available where additional needs are identified.

Aubrey, K. and Riley, A. (2019). Suggests that the Bronfenbrenner Ecological theory is that the child's home environment can be a contribution towards social and cognitive development and the importance of the parent-teacher relationship, can have an positive impact on the child's home-school life. The ecological theory has 5 layers:- Microsystem the behaviours a child learns and imitates from parents, teachers, community, is where the child is able to influence other's they come into contact with. Mesosystem the child is able to make connections between home and school. Exosystem the culture they grow up in. Macrosystem a cultural society which is constantly growing and changing. Chronosystem key events of the child's development, transition and environmental events, which can influence how the child may interact at future events. Bronfenbrenner main aim was to create more of an understanding in the role of human behaviour and influences.

Gaspar, m.(2009). Points out that working with outside agencies provides opportunities to support individuals, as well as the whole family. Working within partnerships can help provide a range of support to enable children, parents, families and the community, to help them increase their confidence, taking control of their lives and the feeling of contributing to society, having a place.

Gaspar, M. (2009). Also points out that a combined effort between agencies like education, health and social services has been well established. Education generally have more links with the police, social services and educational psychologist. All these agencies link up, with the aim to provide the child with the care that they need by supporting with additional needs, medical needs and any safeguarding issues that may arise but also supporting the child's family during the process.

Malaguzzi was another theorist that also believed that parents should be equal partners in their child's learning development, how the design of the setting should look to help support developing skills and also have an input in the policy. Malaguzzi also believed that the Bronfenbrenner's mesosystem worked, in that the child's first teacher is the parent. It is considered that the theory and approach is an important partnership with the parents in the child's life. Suggested by Hodgekiss, K. (2018).

Nhs Wales (2020) designed a pathway to help women who are planning a pregnancy or who have given birth, this is called the perinatal mental health programme, it is designed to ensure that Gp, Midwife's and Health visitors all communicate effectively with each other, share essential information and make sure referrals are made with a consistency approach of care is made to meet each individual's needs. Women who are suffering from perinatal mental health issues if left untreated can lead to long term implications for both the mother and baby. The implications could lead to early labour, some babies can be born smaller/lower weight. It is also suggested that the parent-infant relationship can impact on the brain development, it can cause behavioural, social and cognitive difficulties. When a baby is subjected to emotional environments this can be reflected in how the brain develops later in life. Practitioners who's role with the perinatal services play an important part in supporting the parentals mental health along with recognising the importance of the relationship between parent-infant and providing additional support.

Challenges



Smoking:

NCT (2018) One of the challenges to an expecting mother is smoking, not only is smoking bad for your health in general but it is also harmful to the unborn baby. When smoking it exposes you to a

lot of harmful chemicals, reducing the amount of oxygen and nutrients that is needed to reach your unborn baby in the placenta, with the oxygen being restricted your baby's heart is under strain every time you have a cigarette. The effects of the smoking when pregnant can include a miscarriage, stillbirth, it can bring on premature labour, low birth weight, the baby being born with defects and a higher risk of sudden infant death. The longer effects to a baby is asthma and possible psychological issues like attention or hyperactivity issues. When a mother reduces or stops smoking the impact can be reduced. Even if you do not smoke passive smoking can also be harmful to you and the unborn baby which can also result in the issues when pregnant or after birth, asking those who do smoke, not to smoke around you can help reduce any risks to both mother and baby.

Funding:

Children In Wales (2022) With the cost of living rising, there is more financial pressures and limited availability for services. With cost constantly rising, there is less provisions for children under 2 years. There is now less opportunities and support available to babies, young children, families and even professionals. Working families cannot afford to pay for childcare, and there is less early years settings and childminders available, due to higher bills, low wages and less staff. Families are also having to decide between food or heating the home, due to the costs rising significantly. This has had a high impact on mental health, abuse and neglect.

Covid 19:

Teach Early Years (N.D) When covid 19 hit it was a challenging time not only for families but also for professional practitioners. Professional practitioners had to adjust to the way they worked, they had to adapt to social distancing, which is impossible to do with babies and young children who required personal care. Professional practitioners were also faced with fear of taking home infections to their families, especially if they were vulnerable, they also felt stressed and had anxiety along with their own difficulties in having to manage childcare. With early years settings being closed to all children, children spent more time at home with their parents/carers. According to Save the Children (N.D). There was reports of more children becoming vulnerable with parents being under a lot of stress due to not being able to leave the home, lack of outdoor space, loss of work or being furloughed causing money strain. They also found that many children suffered from anxiety due to lack of socialisation, and separation anxiety from their parents, along with speech and language delays.

Activities



WEBINAR FOUR

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

Mana whenua / Belonging
Do you know me?



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Te Tāhuhu o Te Mātauranga

CORE EDUCATION
What Awa Rau

1

MINISTRY OF EDUCATION
Te Tāhuhu o Te Mātauranga





Early Years Matters (2021) suggested that Learning through play is an important part of a child's development. Reading, singing, dancing, messy play, role play all play a part in the child's development. Through play children learn about the world around them using their senses, look, smell, hearing, feel and taste. They are also developing creative skills, critical thinking, social and emotional and language skills. Play can take place indoors or outdoors, providing different environments and activities help stimulate the brain development. Adults play an important role by producing opportunities to explore what opens or closes, hard or soft, does it float or sink, sounds and flavours and observing and joining in when invited. Children learn from the time they are inside the womb and constantly develop as they grow and learning what they can and cannot do.

Sensory play:

Action for Children, (2024) Suggests that sensory play stimulates a child's senses, look, feel, hearing, taste and smell, this can help a child learn about the environment around them. Sensory play has many benefits to developing the brain, helps problem solving, fine motor skills, memory, language and independent thinking. Sensory play can have a calming effect for children, but some children may find sensory play over stimulating. Adapting the sensory play to support a child who may have sensory sensitivity you could add non scented items, reduce noise, not too many bright coloured items and thinking about where the area of play may take place.

Treasure Basket:

Ann McTavish (2023) points out that a 'treasure basket' can contain many objects or materials that you use around the home or outside. The development behind the treasure basket is the curiosity approach, using the baby's senses as the baby is only able to sit up, as they explore the treasure basket as the objects as visible 'outward behaviour' while the brain is using 'neural activity' nourishing the brain food for thought, developing language and speech, When the baby is crawling or walking the approach become more of the heuristic approach as they are able to explore and

Goldschmeid, E and Jackson, S. (2004) suggested that there is a 'sixth sense' where the whole body is used to discover and find by using the whole body in the process. It can also be beneficial to a child with sensory sensitivity and be offered other experiences to stimulate their senses.

Goodwin University (2017) looked at the differences between Montessori and Reggio Emilia. They believed that both Montessori and Reggio Emilia had similar approaches to education, that they both wanted to produce respectful and informed citizens, and to educate the whole child. Montessori children were given freedom to choose from the pre-planned activities, work independently and given the choice to learn at their own pace. Reggio Emilia approach was to use the child's curiosity by asking and answering questions. They both believed in a child-centre approach.

Play Wales (2023) believe that all children has the right to be included in play, regardless of their impairment, culture, gender and family. Having an inclusive play is to provide all children access to play provisions, giving them space that supports their needs and adapting activities, whether it is indoors or outdoors. Aubrey, K and Riley, A (2019) suggested that Vygotsky's theory also believed in inclusive play and that altering directions, had an impact on a child's language, culture and development. He also believed that children learned by imitating what they see and the role of the 'teacher' was significant in helping the child's cognitive development.

It is said that Te Whariki is about the diversity and recognises this in the early years, it is assumed that all children are competent, confident and have a healthy sense of belonging and that they have the knowledge to make them valued citizens. Te Whariki means 'woven mat' where the principles are 'woven together' and based on the 5 principles of learning, wellbeing, belonging, contribution, communication and exploring. McBlain, S. (2022).

The Welsh Government focused on the importance of play for the child's development in the early years. Having adults who are able to provide stimulating, engaging activities and environment to support all areas of learning. The Government set out 5 areas of learning to support progress at their own pace, belonging, communication, exploring, physical development and wellbeing. Welsh Government (N.D)

A word cloud visualization of student feedback on the library website. The words are arranged in a circular pattern, with the most prominent words in the center. The words include: MAY, COMMON, LOT STUDENTS, SPOT, ACCIDENTAL, USE, MARKS, HARRIS, JUST, SUPPORT, LEVEL, WIKIPEDIA, CHEATING, RESOURCES, FOREIGN, STANDARDS, PRACTICE, LECTURES, DIFFICULT, COPY, CONSISTENCY, INCONSISTENCY, PRESSURES, DIFFERENT, MISUNDERSTANDING, ACADEMIC, PENALTIES, LANGUAGE, PROBLEMS, LACK, WORK, RESPONSE, POOR, DISHONESTY, HANDBOOK, EASY, EDUCATION, RULES, PREVIOUS, EXTREME, CULTURAL, CITATIONS, SECOND, CITATION, WITHOUT, BOOKS, RARELY, UNIL, MAY, COMMON, LOT STUDENTS, SPOT, ACCIDENTAL, USE, MARKS, HARRIS, JUST, SUPPORT, LEVEL, WIKIPEDIA, CHEATING, RESOURCES, FOREIGN, STANDARDS, PRACTICE, LECTURES, DIFFICULT, COPY, CONSISTENCY, INCONSISTENCY, PRESSURES, DIFFERENT, MISUNDERSTANDING, ACADEMIC, PENALTIES, LANGUAGE, PROBLEMS, LACK, WORK, RESPONSE, POOR, DISHONESTY, HANDBOOK, EASY, EDUCATION, RULES, PREVIOUS, EXTREME, CULTURAL, CITATIONS, SECOND, CITATION, WITHOUT, BOOKS, RARELY, UNIL.

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