



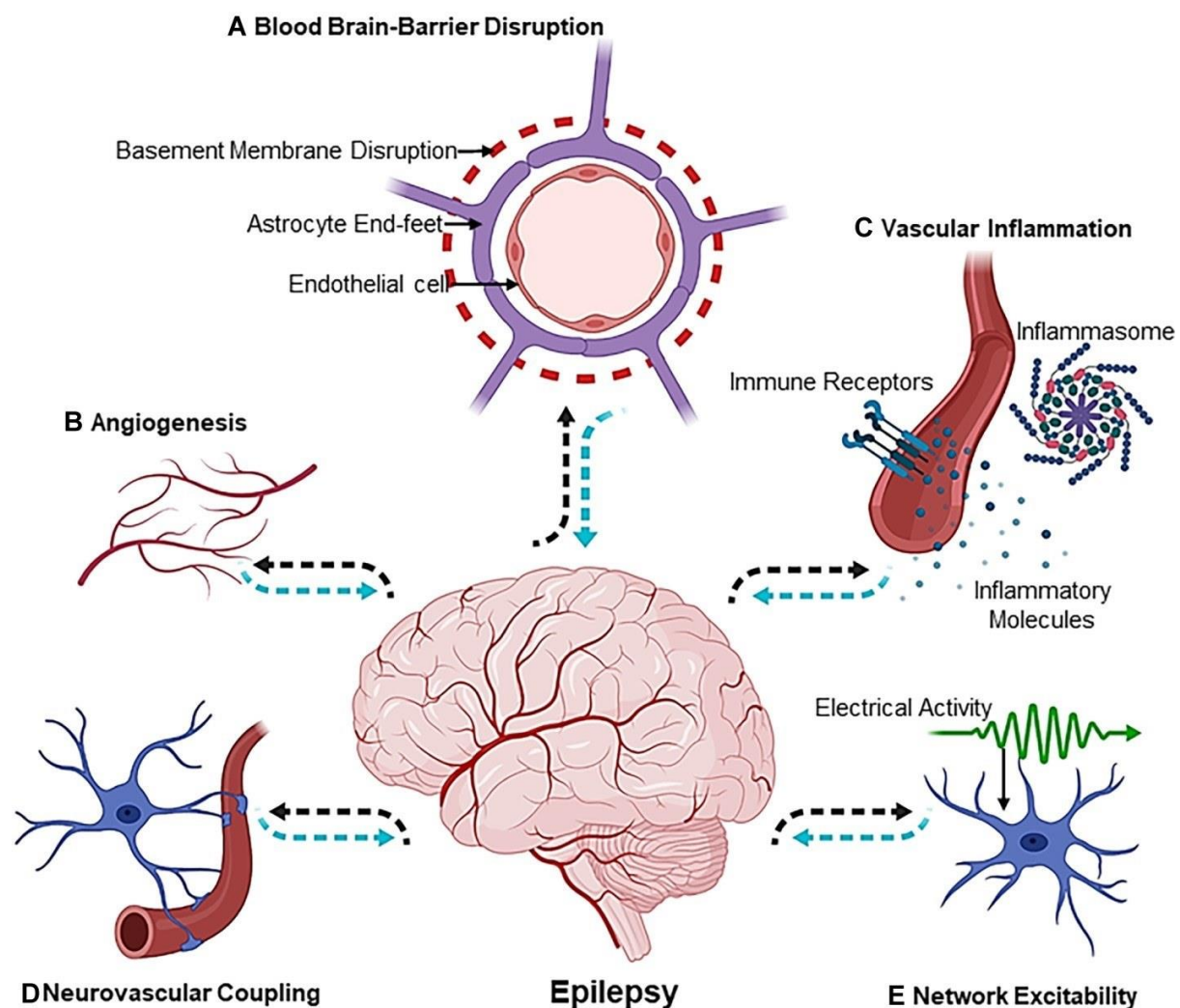
The first 1000 days

What is the first 1000 days?



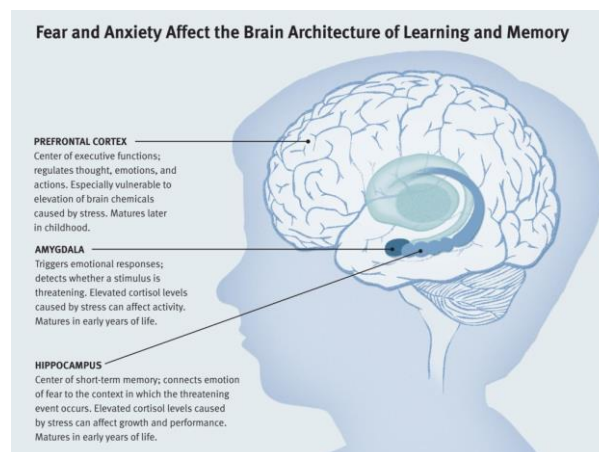
(NHS wales Cwm Taf Health Board, 2011) states that the foundations of optimum health, growth, and neurodevelopment across the lifespan are set during the first 1,000 days of life, which generally corresponds to the period between conception and one's second birthday. (FHI Solutions LLC, 2018) believe that the first 1000 days hold both great possibility and great fragility. The ability of a child to develop, learn, and thrive is significantly impacted by how well or how poorly mothers and children are fed and cared for throughout this period. This is because a child's brain starts to expand and develop throughout the first 1,000 days, as well as when the foundations for their long-term health are set.

Brain development



(NHS wales Cwm Taf Health Board, 2011) emphasise that although the human brain continues to expand and change throughout life, the last trimester of pregnancy and the first two years of life are when it grows and changes significantly. The human brain is a smooth, bilobed structure that resembles a coffee bean around five months after conception. (NHS wales Cwm Taf Health Board, 2011) state that by 9 months, term birth, it resembles the adult brain significantly more, with gyri and sulci indicative of high complexity. The visual and auditory cortices, as well as the hippocampus, are rapidly developing brain regions at birth. The prefrontal cortex, which will handle higher-level processing like attention, and language processing areas also see substantial growth in the first postnatal year. (NSPCC, 2021) state within the first years of life, a child's brain creates 1 million new

neural connections every single second. Their brain growth depends on having helpful, uplifting interactions with their parents and other adults. However, it goes beyond simply singing or talking to the infant. When you and the child engage with one another, the brain is being built. It involves following their lead and responding to their actions. (Prado and Dewey, 2014) believe that a nutritious diet is necessary for healthy brain development. Since pregnancy and infancy are critical periods for brain development and set the foundation for the acquisition of cognitive, motor, and socioemotional skills throughout childhood and adulthood, nutrition is especially important during these times. Thus (Prado and Dewey, 2014) state that cognitive function, behaviour, and productivity throughout the academic years and into adulthood are likely to be impacted by nutritional inadequacies during pregnancy and infancy. A long-term and broad range of advantages for people and societies may result from concentrating on this formative stage for the prevention of nutrient deficits. (Harvard University, 2015) emphasise that a child's growth and wellbeing are seriously threatened by the lack of responsive interactions. Biological stress response mechanisms are triggered by threat perception, and their over-activation can have harmful effects on developing brain circuitry. When there is a persistent lack of responsiveness, the negative impacts of toxic stress may exacerbate the missed possibilities for growth brought on by insufficient or ineffective connection. This intricate effect of neglect on the growing brain highlights why it is so damaging in infancy. Additionally (Harvard University, 2015) believe it exemplifies how successful early interventions are likely to yield large benefits in the form of improved long-term results for future generations' parenting, health, and academic success.



<https://www.youtube.com/watch?v=VNNsN9IJkws>

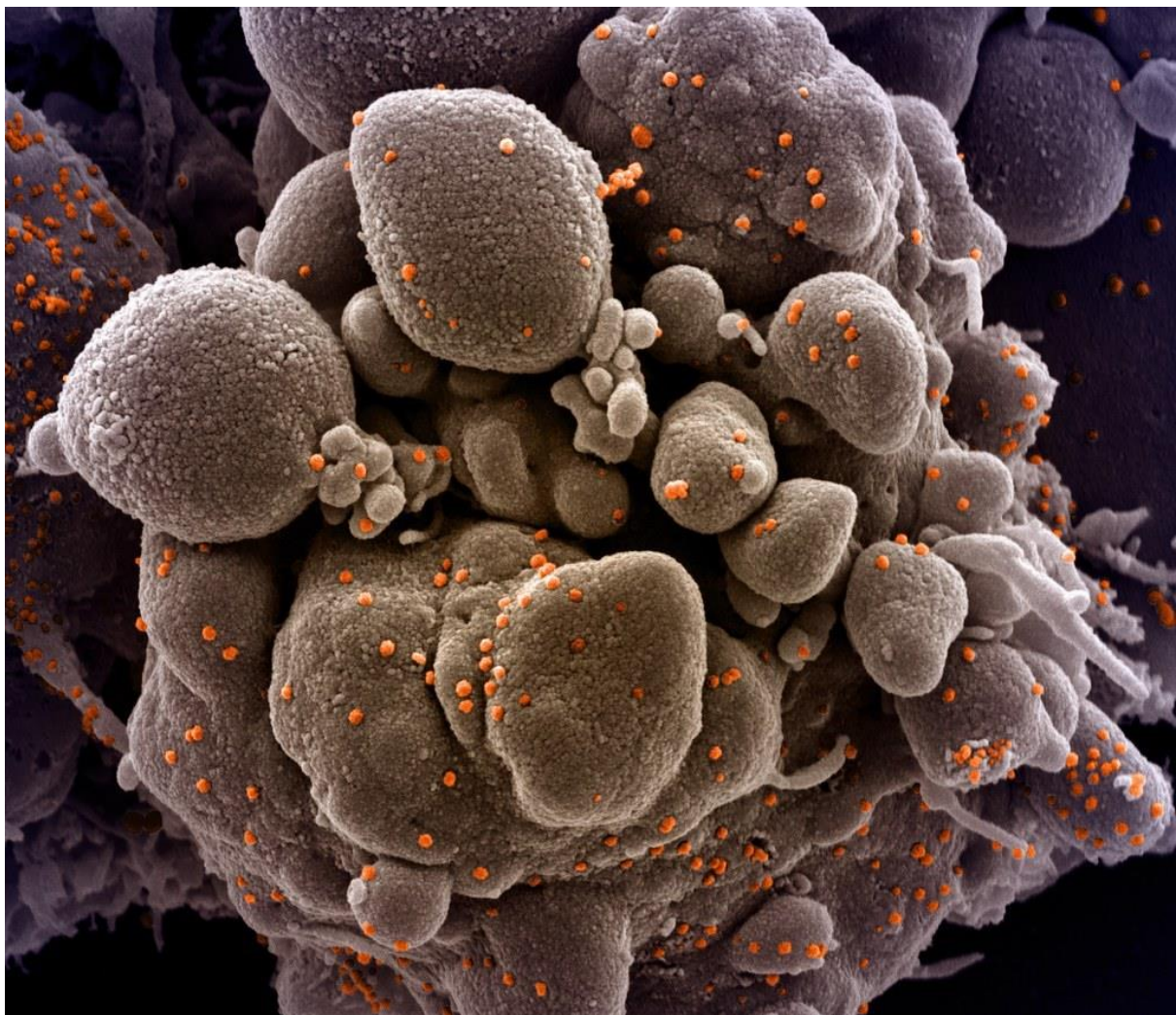
Environment



(Early Years Matters, 2022) believe that children's growth and learning are supported and expanded in large part by their environment. Babies and young children are encouraged to play in enabling situations because they feel at ease, at home, and comfortable there. Children may explore and learn about the environment they are in and the items they can see, touch, move, or manipulate when they feel emotionally safe and secure. In addition to this (Early Years Matters, 2022) also state that the emotional environment, the outdoor environment, and the indoor environment are the three categories used in the EYFS to characterise the environment. The environment for play and learning in the EYFS is made up of these three elements. (Monkey Puzzles day nursery, 2022) recognise that enabling surroundings indoors and outdoors produce significant learning places that should be warm and engaging for all young children and babies. The fundamental elements of the environment should be interesting and stimulating so that children may take charge of their own learning and mature into resilient, self-assured adults. In order to enhance those amazing moments and places of interest that inspire conversation and inquiry, variation is essential for inspiring amazement and wonder. (Monkey Puzzles day nursery, 2022) also state that a setting should be stimulating and thought-provoking, providing opportunity through a balance of brand-new and well-known play possibilities. This provides opportunities for risky play that encourage children to test their limits with adult guidance (Monkey Puzzles day nursery, 2022) believe. Additionally, a supportive setting should have tools and visuals that are reflective of the children and babies using them. (The open university, 2021) state that Vygotsky placed more emphasis on how children

interacted with peers, adults, and their immediate social and cultural surroundings. According to his theory, children's cognitive development started with their immediate social contacts and progressed to the individual level when they started to internalise their learning. In accordance with Piaget's theory of the interaction between nature and nurture (Martin, 2017) state that children's thinking began to develop during infancy, and each new experience or challenge aided in the development of that thinking environmental influences, such as experience, materials and opportunities. For babies and young children, being outside is a thrilling sensory experience. (NCT (National Childbirth Trust), 2019) emphasise the importance that babies and toddlers are being given more opportunities to explore the outdoors they state that babies will love the captivating sights available as you take them for a stroll outside. Toddlers adore the opportunity to explore new environments and handle natural objects. Pinecones, leaves, and puddles all included.

The effect Covid 19 has had on babies and young children



(Coram Family and Childcare, 2021) lay the effects of this disruption on children are demonstrated by the studies. Due to the fact that children had fewer opportunity to practise their communication skills at home, speech and language deficits were reported across all age groups. Children had a challenging time adapting to new circumstances and lost out on socialisation and self-control possibilities. A child has an innate (i.e. inborn) need to attach to one main attachment figure. Additionally (Coram Family and Childcare, 2021) state that the children's physical development,

notably their motor abilities, suffered as a result of spending less time outside and more time engaging in sedentary activities. There is widespread concern among early years practitioners that the development gap is widening, which could further widen the attainment gap between children from poorer backgrounds and their more affluent peers (Coram Family and Childcare, 2021). Disadvantaged children have missed more early childhood education and care than their peers. The pandemic has highlighted the crucial role that childcare plays in fostering children's development and in serving as a vital pillar of the financial system by enabling parents to work. (Coram Family and Childcare, 2021) believe that due to the pandemic, fewer children are utilising childcare, and those who might most benefit from it are the ones who are missing out. This has further eroded equality of access.

Communication and Language



(Kelly, 2016) strongly believes that children's language and communication skills can start to develop at a young age when nursery rhymes and songs are sung to them. Adults may make this kind of learning enjoyable in a variety of ways, whether it be by incorporating props, music, or musical instruments. (Kelly, 2016) also recognises that children will be more engaged if they have a fun experience, and they will be more likely to sit and sing along. As it provides a wonderful opportunity for children to get to know their friends, singing nursery rhymes can also aid in the social skills development of young children. It is best to sit next to one another and hold hands throughout the song to promote the development of those social skills. (Kelly, 2016) states that using nursery

rhymes will help children's communication and language development at whatever level they are at because children develop at different paces. For instance, older children may be learning to rhyme, but younger children may still be in the stage of learning new words.

<https://www.youtube.com/watch?v=GIYDTyp1-e4>

(GOV.UK, 2020) state that as children engage with people for hundreds of hours, their speech progresses from babble to words to basic phrases. Studies have shown that as soon as babies start to grasp words, their vocabulary grows quickly. (GOV.UK, 2020) By the time they are 1, toddlers can recognise approximately 50 words; by the time they are 3, they can recognise about 1,000; and by the time they are 5, they can recognise around 10,000. Children that have a big vocabulary learn more. They can make sense of the world by using words. (GOV.UK, 2020) acknowledge that the EYFS prioritises communication and language development, making it one of the fundamental building blocks for all the other categories. It is challenging to achieve later if it is not cultivated early.

<https://www.youtube.com/watch?v=ZvMeKnJWQz4&t=31s>

As he firmly believed that community plays a major role in the process of "creating meaning," (Simply Psychology, 2022) state that Vygotsky's ideas place an emphasis on the basic function of social interaction in the formation of cognition (Vygotsky, 1978). (Simply Psychology, 2022) Vygotsky asserted that "learning is an essential and universal part of the process of developing culturally organised, specifically human psychological function," in contrast to Piaget's view that children's growth must inevitably come before their learning. (Simply Psychology, 2022) states that according to Vygotsky, language evolves through social interactions in order to facilitate communication. As to Vygotsky, language is man's most powerful tool and a way to interact with the outside world.

An Adults Role



Since play and learning are linked and have an equal impact on children's development and general wellbeing (Birth to 5 Matters, 2018) believe that effective early years provision gives equal focus to each of these areas. Relationships, emotional components, and physical interactions are all part of care. (Early Years Matters, 2022) state that early years pedagogy is primarily centred on how practitioners interact with children physically, touch them, and organise to satisfy their physical care needs. For physical care activities like dressing, washing, feeding, sleeping, changing, and toileting as well as children's play and learning, effective provision requires reflection on and planning. (Birth to 5 Matters, 2018) emphasise that the environment should be such that physical caregiving is given the time and consideration it needs to produce scenarios that are worthwhile and pleasant for both the infant and the caregivers. Physical care events are valuable opportunities for the practitioner to spend one-on-one time with a child and support their positive sense of self and wellbeing through focused interaction and attentive care. These occasions also allow for the development of secure, trustworthy relationships that give babies and young children the confidence they need to explore and play. (Birth to 5 Matters, 2018) state that there are plenty of possibilities for continuous discourse, repeating and recalling events, and concentrated attention during these periods, all of which are crucial for developing cognitive skills that enable learning in general. (Monkey Puzzles day nursery, 2022) strongly believe that respectful interactions are necessary for providing respectful care also states (Birth to 5 Matters, 2018). The practitioner acknowledges the child as a free and equal human being with whom they are working in cooperative interaction and takes a respectful caring approach. Everything is done by an adult "with" the child rather than "to" the child, making care events into cooperative dialogues where the child feels competent, acknowledged, and respected as a person. Practitioners should keep in mind that now is the ideal moment to establish trustworthy bonds with children and to proactively assist their growing sense of self. You must get to understand a child in order to help them learn and grow, (Rymanowicz, 2015) believe that you may accomplish this by encouraging their play. Talking about play might encourage toddlers to play. Simply by participating in a child's play, adults can encourage and extend it. Children can discuss their games with adults. (Rymanowicz, 2015) state that children learn that adults care about them and accept their play decisions when they see adults participating in it. Playing with the children in your care is enjoyable for them and demonstrates your appreciation for what they are doing. Children can learn a lot from your presence and proximity to them. (Rymanowicz, 2015) share that when invited, adults can enhance a child's existing knowledge by actively participating in play and assisting them in making new connections. Modelling constructive interactions or behaviours can help with this. (Rymanowicz, 2015) state that adults are in an excellent position to step in if a situation arises where a child might require assistance, whether it be an interpersonal dispute, a problem, or a safety concern, because they are actively participating in the play process. It's crucial to keep in mind that kids also need chances to practise problem solving and conflict resolution on their own. (Montessori, 2021)As according Maria Montessori, "Play is the child's work." Children can learn an immeasurable amount about their surroundings when given the freedom to explore it through engaging activities. In a structured setting, like a Montessori classroom, children can experience and play simultaneously.

International approaches



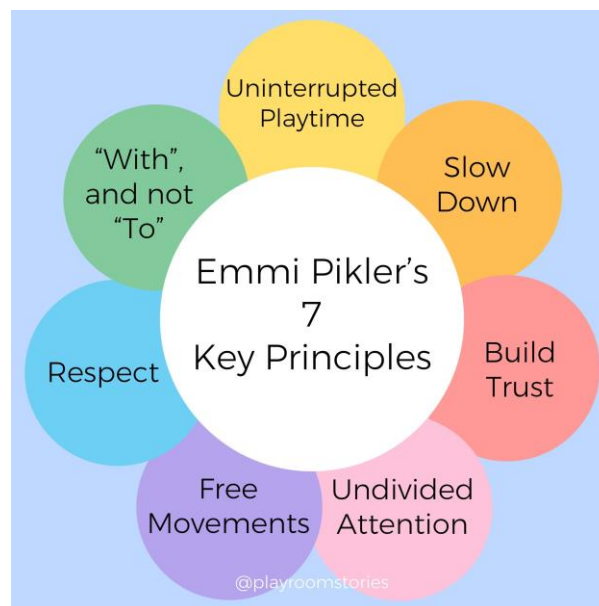
(Reggio Emilia Approach, 2019) The Reggio Emilia Approach® is an educational concept that is based on the idea that a child has great developmental potential and has rights. This child learns through the 100 languages that are shared by all people and develops in relationships with others. The public preschools and infant-toddler centres in Reggio Emilia continuously expand and update this educational programme, which has become a global benchmark. (Reggio Emilia Approach, 2019) Loris Malaguzzi, a key person in the history, helped establish and expand Reggio Emilia's network of municipal infant-toddler centres and preschools, along with the Municipality, a number of local administrations, and residents, particularly women. The Reggio Emilia method of early childhood education places the child in control and views them as inquisitive persons (Berg, 2020) state that with the capacity to grow and learn from their surroundings and the interactions they form with others. The core of the concept is the idea of the child as a subject of right. Children are seen as strong, clever people who should be given every opportunity to attain their potential (Berg, 2020) believe rather than as having wants that must be met. (Berg, 2020) To understand how each child learns, teachers closely collaborate with parents and study children. The learning process, activities, and resources are then suitably planned and adjusted by teachers based on the child's interests. (Berg, 2020) The teachers develop in-depth projects based on information from parents, observation, and the children's interests because they believe that the learning process is much more important than the finished product.

https://www.youtube.com/watch?v=O9Zo_ch2so4

(Hei Schools, 2022) state that Finland's approach to early education is based on the idea that childhood is an important stage of development. Children are regarded as unique people and full beings, and their overall development, health, and wellbeing are given more attention than just their academic performance. Children that are confident and capable in their social, emotional, and cognitive abilities will be educated (Hei Schools, 2022). Children's creativity, curiosity, and self-expression, as well as academic abilities like algebra and linguistics, can all be developed through this all-encompassing approach. (Hei Schools, 2022) Transversal competencies they acquire prepare

students for success in further education. (Simply Learning Tuition Ltd, 2018) state that The Finnish early childhood education does not have a formal curriculum, as the word "daycare" suggests. If a child expresses a particular interest in learning how to read and write, they may be taught letters and numbers. (Simply Learning Tuition Ltd, 2018) Children learn from themselves and others through interaction and play, which is the focus of this curriculum. Supporting the children's balanced learning, development, and growth is the aim. (Simply Learning Tuition Ltd, 2018) believe that they gain social, leadership, and interpersonal skills as well as knowledge of the value of forming relationships. (Simply Learning Tuition Ltd, 2018) emphasise that play, exploration, and social connection all promote learning. Building strong foundations in self-awareness and social competence is thought to avert problems later in life, when a lack of these abilities can interfere with learning.

(The Pikler Collection, 2012) The Pikler method is centred on developing a caring and respectful relationship between adults and an infant through sensitive moments of care, motor development that occurs at a naturally paced rate, uninhibited movement, and unbroken play. (The Pikler Approach, 2021) Pikler understood that by providing polite and very compassionate care routines, newborns and toddlers form safe bonds and grow to have positive self-concepts and an awareness of their abilities. (The Pikler Approach, 2021) She discovered that doing so allowed the babies to freely explore their bodies and surroundings without being interrupted by an adult. (The Pikler Approach, 2021) Pikler understood that by providing polite and very compassionate care routines, newborns and toddlers form safe bonds and grow to have positive self-concepts and an awareness of their abilities. (The Pikler Approach, 2021) She discovered that doing so allowed the babies to freely explore their bodies and surroundings without being interrupted by an adult. Never try to coerce a baby into doing something against his or her will or before they are ready. Instead, the carer will figure out how to make the baby feel at ease.



1 - (Hermes, 2020)