



Exceptional Care in the First 1,000 Days

Amanda White

2216955

ECEY4005

Word Count 3162

What is the first One Thousand days and Why it is Important?

Starting from the time a woman has conceived, the first three hundred days is a window that encapsulates the time of the gestation of a woman's pregnancy (two hundred, eighty days), the first ten weeks of a baby's life is so important for the cognitive development. When a woman is pregnant it's important that the nutritional needs are met (periconceptional period). Certain micronutrients have a part to play in implantation, placentation, and the different cell types, have a short- and long-term effects on the foetus growth and development. During this time a deficiency or excess of some micronutrients can lead to birth defects including teratogenicity. There is much nutritional on the foetal growth of the baby, a woman's energy and protein needs are 13% and 54% higher than a non-pregnant woman. When the woman reaches the second and third trimesters, energy and protein have a higher intake.

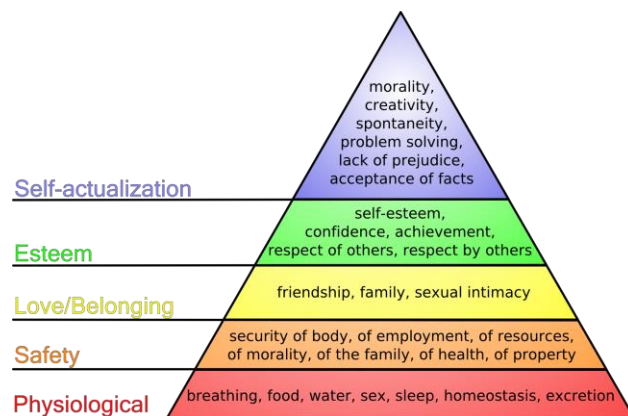


The basic architecture of the brain begins before birth. In the first year of a baby's life over million neural connections are made. The sensory pathway is first to develop vision and hearing, then the language and cognitive skills are formed. The first one thousand days are the most important time for the child's development, it is also a time of where babies are at their most vulnerable. Some children will be born with a diagnosis, some will have learning needs, for other children the diagnosis is made later in the child's life, it is paramount that the child's needs are met as early as possible to give the child the best start in life. (The Best Start for Life, 2021).

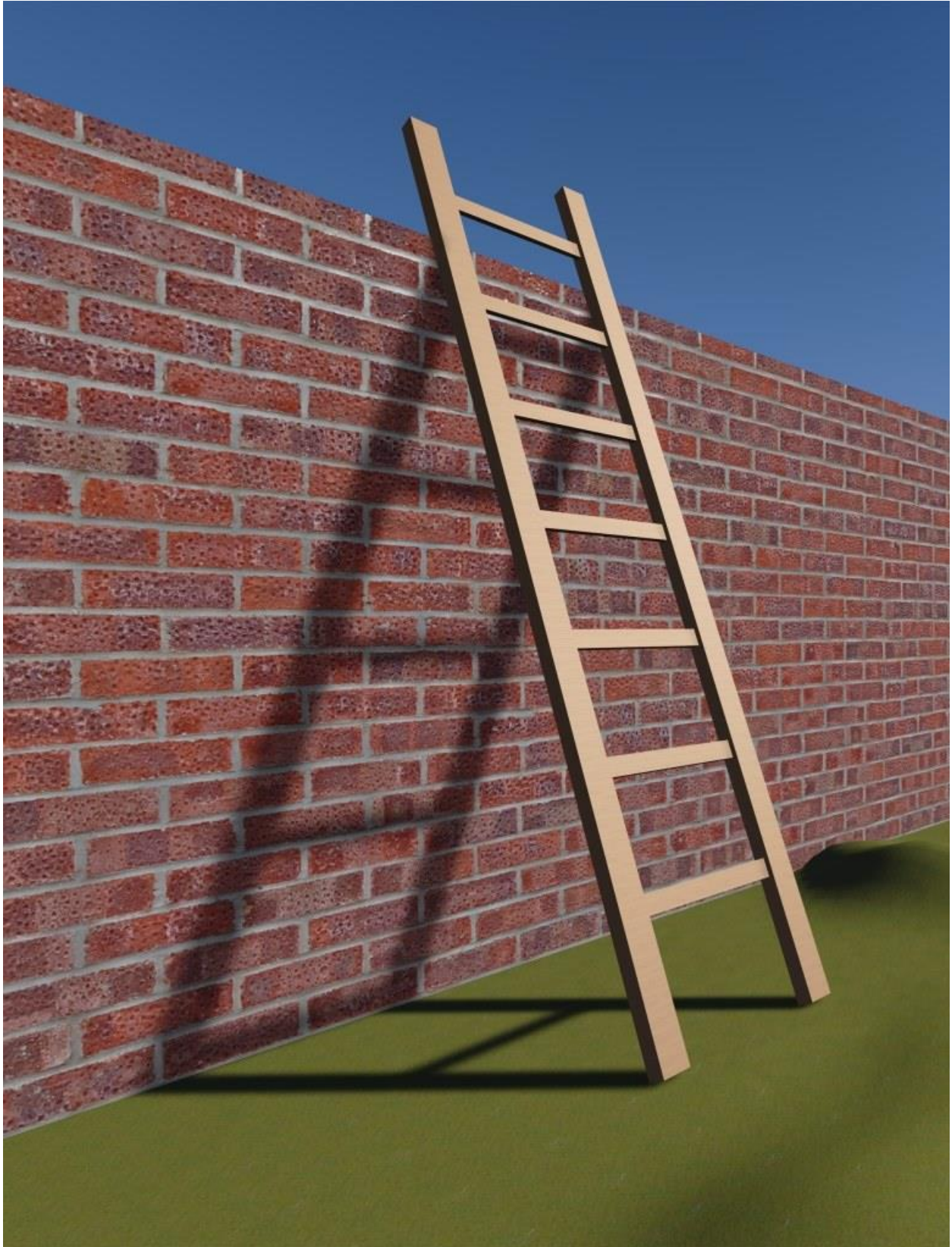
From when a child is born the importance of the earliest years, is paramount, the more experiences that a child can experience can help with the child's outcome into adulthood. Good experiences in the early years have impacted on the broad developmental areas: Physical, Intellectual, Language, Emotional and Social development.



Abraham Maslow's Hierarchy of Needs (1943) The most fundamental needs are at the bottom of the pyramid and the highest on the top. Rajwji.com, 2014 [Image]



Current Challenges

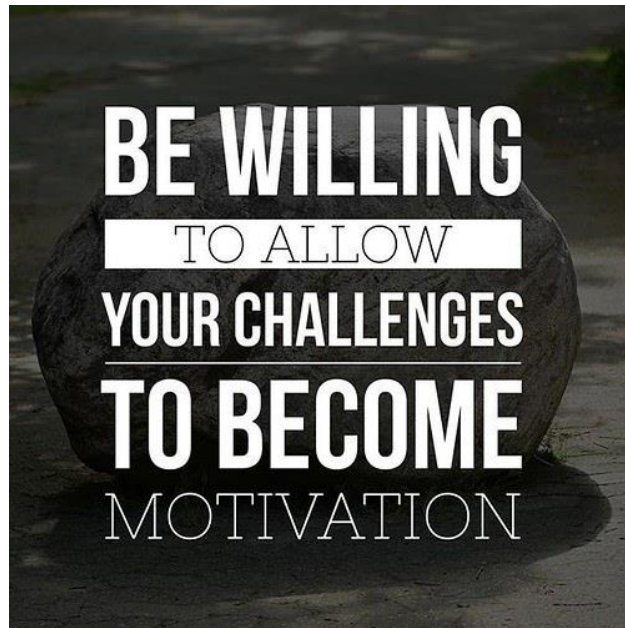


The Coronavirus pandemic has had a great impact on babies born before and during this time, children struggling with social interaction with others due to social distancing. There has been worrying concerns on their development and well-being. (The Best Start for Life, 2021)

Parents/carers are still having problems trying to access important services through their pregnancies and after the baby is born, with having face -to-face appointments for themselves and the baby, lack of health visitors and playgroups these all have an impact on the parents/carer's mental health. When families face stress and anxiety, it becomes apparent that the parents cannot provide the baby with the nurturing care they need. Mental health and poverty have a conflict on the child's development during the pandemic. There is an urgent need for families to have resources and support for the parents to support the baby's needs. (Babies in lockdown, 2020)

Schools are facing financial pressure with funding cuts within settings across the country, which they are facing rising costs (Energy), with the instability and the uncertainty of the two costs together. Schools are having to make cuts with staffing and building maintenance plus limiting the support for provisions within the setting. It is affecting the Special Education Needs of a child. The reducing of the Special Education Needs department is being pressured to reduce the one to one support for the children and the support of outside agencies. With the cut of funding for Teaching Assistants the school is forced to look for support which do not have the correct support available. Teacher's workload is increasing also the teacher-ratio has increased, this leads to more absence periods and the greater stress. (Gov.uk, 2020)

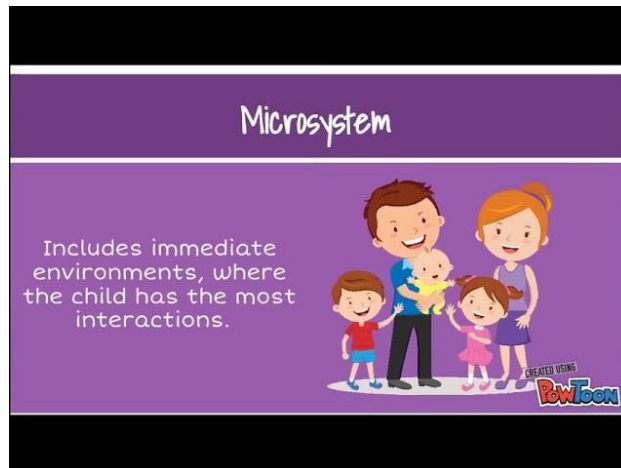
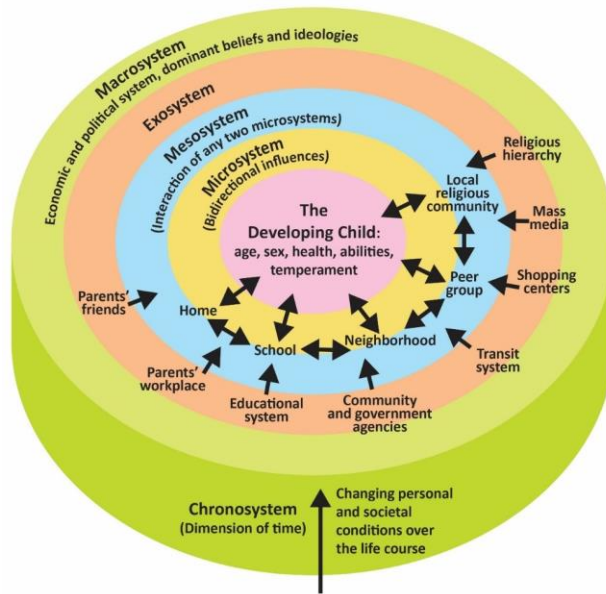
In 2015 Graham Donaldson proposed a new curriculum for Wales, the Welsh Government realised that its vital that every child should have the opportunity to benefit from the new curriculum and assessment in Wales, which meets the need of the child to move forward into the future. To support the children to be Healthy, Confident Individuals, Ambitious Capable Learners, Enterprising, Creative Contributors and Ethnical, Informed Citizens. Which contain six Areas of Learning and Experience Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Health and Wellbeing and Expressive Art. (Successful Futures, 2015).The new Curriculum for Wales is a important change for the children, it creates a challenge for practitioners within the school setting, the school has a whole has to adapt to the new curriculum with many changes to the procedures and policies a whole new way of working with regards to meeting the six Areas of learning and experience in every subject being taught. Training needs to be put into place for staff members to be informed of the new curriculum and assessment arrangements.



Professional Positive Relationships - Inclusive



Bronfenbrenner devised an ecological system which looks at children's development and the environment and relationships with the child. When studying the child, the environment and interaction should be the focus. The theory is split into four sections:- Microsystem, Mesosystem, Exosystem, Macrosystem and the Chronosystem, the system works from the inside out, the Microsystem is the main section as these are the first environment and people the child comes into contact with and learn to interact with. As the system moves outwards the child will come in contact with different people and environments for the child to interact with and explore the environment. Relationships in the first section can be bi-directional, the child can be influenced by others. The relationships that the family and children have with other professionals are positive ones which enable them to grow and learn and supports the caregivers the confidence to support the child through life. (SimplyPsychology, 2020).



The importance of inclusive education, is making sure everyone is informed with the child in mind, Parents/Caregivers/Practitioners in setting. Being inclusive is for all children in the setting, to make sure that everyone involves feels informed, comfortable and have a belonging. A unique child, the parents should be involved regardless of race, religion the child's ability. Inclusive practice is identifying the individual needs of the child. (Early Years for Everyone, no date).



Professional Love and Attachment



Professional Love is a term that Dr Jools Page, refers to as a caring relationship that practitioners have with children in their settings, its so different from a love from a parent. The love in a setting is not a

replacement for the child's love at home it's a substitute. Practitioners form a loving environment for the children, to ensure the child is safe, all their needs are met, physically and emotionally. All children are different not every child will need a cuddle and reassurance of an adult, on the other hand the next child will need that human contact to find safe until they leave the setting. The caring aspect of professional love in early years the child should be treated as a whole with their needs as well as the education role. In a nursery setting the needs are more complex as they are more maternal with feeding, sleeping, changing nappies and clothes, the needs must be met with love and compassion they would receive from their care givers at home. When these factors are in place the child will build confidence, with willing to play, build relationships and become independent. (Why Children Need Professional Love, 2022).

John Bowlby- attachment theory. Bowlby's experiments on the importance of the relationship between a mother/father and their child, Bowlby identified the link between the separation of a child and the caregiver. Secure attachment – the trust is built. Anxious attachment – The adult is not reliable. Avoidant attachment – the child not having a problem with separation from their caregivers. Disorganised attachment – fearful attachment not sure what to do. (What is Attachment Theory, 2022).

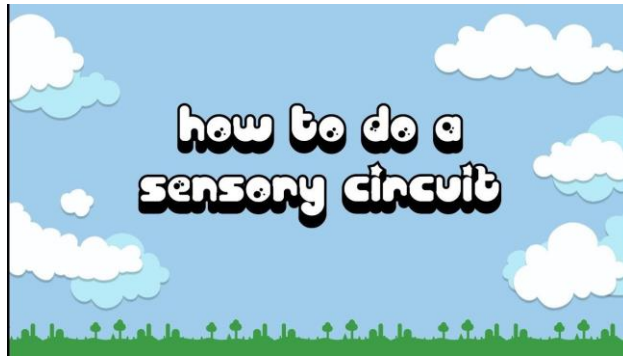
Attachment is crucial for a child in the first one thousand days of life as the connections are made in the brain, they feel loved and belonged, knowing their needs are going to be met. When moving to a nursery setting or school they know how to form a attachment with practitioners.

Emmi Pikler recognised that a good attachment between adult and child, has a healthy affect on the child's physical and emotional development. Emmi found that when a child's basic needs are met the child and practitioner form a trusting relationship. During these times the child feels safe and cared for. When carrying out these care needs the child needs your full attention, communicating with the child, calming voice, attending to the child's gestures, and giving the child freedom to move. When dealing with the child's needs the routine needs to be done with the child not to the child. Pikler shows that the child is active throughout the intimate care, to ensure the experience is pleasant, the care is mindful and respectful to the child, when the child knows that their physical and emotional needs are being met the child will feel accepted and will be seen as an individual. (The Pikler Approach, no date).



Sensory Activities





Sensory circuit is a sensory intervention, which has three physical processes Alert, Organise and Calm for the child. The circuit supports children to order their sensory processes to achieve the correct level of alertness for learning. The circuit should be physical and fun so that the child gets the best benefit from the intervention. The Sensory Circuit needs to be done in a school setting in the morning before the learning begins. The benefits of the circuit are supporting the child to stay focused in the classroom. (The Children's Choice Therapy Service Ltd, 2010)



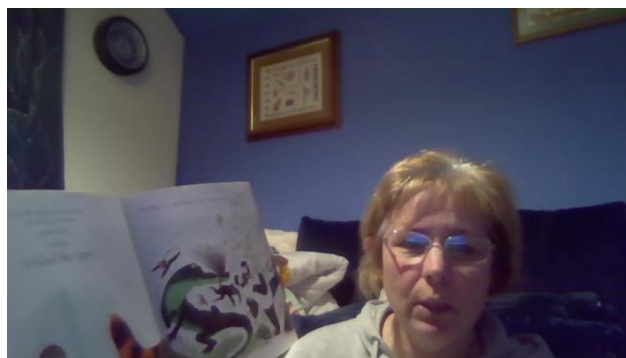
Sensory activities is paramount in the early years of development, it provides opportunities for children to use their senses to explore the world around them through Sensory Play is important for the brain development. Sensory activities are fun and interesting for children, enables children to investigate and explore. These activities support the 'scientific method' of observing forming a conclusion and experimenting. The activities also help the brain to make connections and make them stronger to the sensory information. Sensory play can support children with smelling, touching, and playing with the texture. When the children has the trust and understanding they can build positive connections in the brain. (exploring the benefits of sensory play, 2018).



Story Telling in the First One Thousand Days



Children love stories as it can be interpreted differently for every child, they have their own ideas, stories are magical. Stories teach people empathy and take children on a different journey. They can make children laugh, cry, and also jump with fright, and the comfort of the happy ending. Stories support us make sense of the world and ourselves. Story telling allows the language to flow and creates participatory and immersive experience which support the child to listen to the story in a entertaining way. Children who enjoy a story often ask for more stories then go on and create a story and retell, they re act their own stories in different ways. Story telling link with home, children may have the same book in their home language, when read by a parent the child may be able to identify some words in English. There is also a choice of talking books. Story telling supports children to understand a tone of voice, intonation, natural sounding expressions and phrases. Stories can:-Enable children to empathise with familiar people/places/situations. Offer insights into different traditions and values. Offer insights into universal life experiences. Support children with new ideas. Reveal differences and commonalties of cultures around the world. Remote a feeling of well-being, fun and relaxation. Increase children's willingness to communicate thoughts and feelings. Encourage active participation. Increase verbal proficiency .Encourage use of imagination and creativity. Encourage co-operation between friends. Enhance listening skills. (Why Storytelling is Important, no date).



<https://sway.office.com/6ECLtBlyy3YRQLjo#content=slpELla4nx1QR4>

Music in Early Years

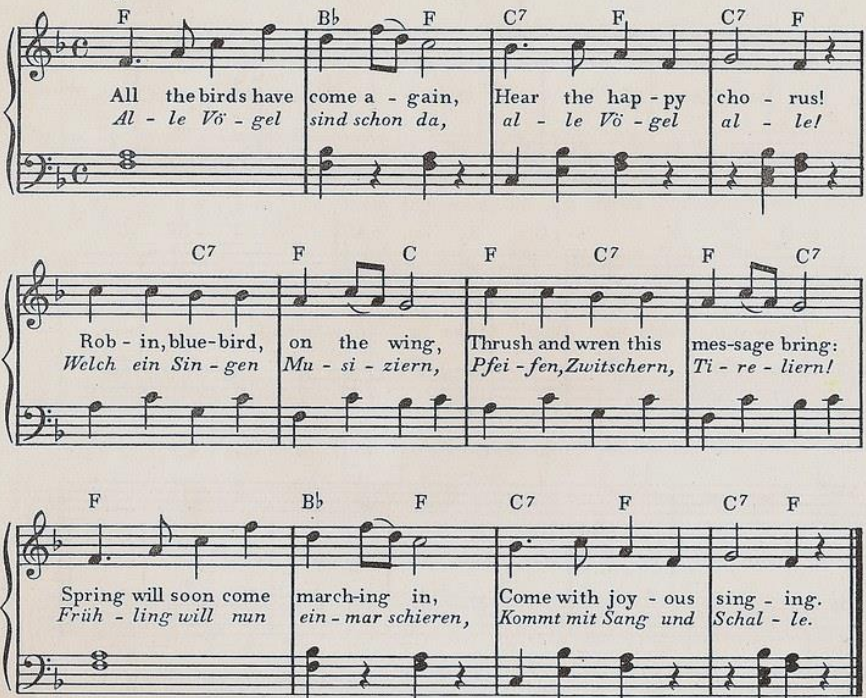


Spring's Arrival



Translation
German folk song

Gaily

















Ragnhild Oussoren developed WRITE DANCE APPROACH, using music and dance which will able the child to gain self-confidence and support with their handwriting. The approach is music and dance together the children learn and follow the movements, to enable them to support their movements, coordination, stamina, balance, and their physical skills. The music encourages the children's imagination and language skills. The children are supported to use their voices to describe the actions of the music through mark-making and movement drawings. Children learn at different rates, are seen in this approach. The practitioners have noticed that the children's self-esteem, confidence and motivation has increased, as Ragnhild says "Everything in Write Dance is right". (About Write Dance, no date).



Dough Disco is a exercise that works the muscles in the hands, which develops fine motor skills and language skills, this was invented by Shonette, who noticed that the children were struggling with their writing and holding a pencil correctly, the fingers are the last for the brain to control. Dough disco is performed to music that Shonette has based on the moving of the fingers and developing fine motor skills, for example rolling into a ball, flattening the dough, squeezing. The benefits of dough disco is developing the fingers and hand muscles to enable the children to write and hold the pencil correctly. (Dough Disco, no date). There is no age limit on dough disco.



Holistic Environments



The holistic approach and development of children from birth to age three years old, provides practitioners with the opportunity to understand the exceptional care needs are met. Focusing on the holistic care of the children's development and ensuring that play alongside the emotional and physical environment throughout the setting.

Working holistically is approaching children's learning, even though it can be subdivided into different areas. In a setting the child's learning will learn all areas of (P.I.L.E.S) Physical, Intellectual, Language, Emotional and Social development. Children need to play, the practitioner needs to ensure that the play is fun and playful, this is important for the younger children as they have not learned to walk away. Children develop holistically the areas in a setting should be rich in resources and learning for the child. The level of care will impact on physical, cognitive, language and personal, social, and emotional development (Brodie, 2018).

According to Maria Montessori children like to work, rather than play. This is one of the main points that Maria was looking at in education. If a child is concentrating, they are happy. A Maria Montessori child is known to be independent, curious, capable and able to take their own initiative and is also academically stable. Montessori realised that the child has the ability to learn, and what ever resources are place in area they are able to learn. In 1907 Montessori opened "Casa del Bambini" it was a children's house in Rome, it was in place for children who's parents worked and needs caring for. Maria insisted calling the house a school ,which was equipped with special furniture designed for children in mind she was the first to achieve this. One of the main principles was that the room was to be organised for the children to enable the children to independent and self-efficient. The pedagogy had a equal relationship between the practitioner, learner and the classroom. The children had a job to do they had to keep the classroom in order which developed positively on their motor skills and social development. The pedagogy of Montessori is based on three pillars, the scientific method, which is the realm of psychology, the second focuses on the child's independence and freedom, and the final pillar enhancing the senses of the learning process. (Great Pedagogical Thinkers, no date).

Froebel was a German Educator who invented Kindergarten, he believes that children's play is the utmost importance for their development and the expression of their soul, who they are finding themselves. According to Froebel children play is understanding the world around them through their own experiences. Learning in nature and through play. The child is seen a whole with regards to their learning, all areas are developed equally. Froebel thinks that practitioners understand and take on the principles of observation within practice, to see what the children are seeing and how children see the world around them, children should be given freedom in the environments which they play. When in practice Froebel's principles come into play, practitioners need to offer children what they need in the moment. Practitioners should know where the child needs their space or be directed to a different area to play, without the child knowing they are not using the equipment correctly. (Early Education, 2021).

- What is Holistic Development?
- What is Play?
- Importance of Play in Child Development
- Social Skills Development
- Emotional Skills Development
- Physical Skills Development
- Cognitive Skills Development
- Language Skills Development
- References

International Approaches



Te Whariki

In Te Whariki the children are in a position as confident and competent learners from birth. They learn by interacting with people, places, and resources, which continues throughout their lives. The curriculum knows that all children have the right to be protected and to promote their health and well-being, to access the opportunities of learning, to know their own language, culture, and identity, to higher in their own lives. Te Whariki curriculum is inclusive to all children, gender, learning needs, ability, diversity, family structure and ethnicity. Te Whariki will empower all children to learn independently and with others, taking part in experiences that have meaning to them. The Kaiako looks after the interests, abilities, needs of each child, strengths also providing additional support with learning, development, communication, and behaviour. Whariki provides rich play-based experiences for the children to make sense of the wider world and their immediate world, learning through communication, representation, and exploration. In an empowering environment, children have the ability to create their own ideas and act on them, to further their development and skills. The play areas and Kaiako-initiated are interesting and enjoyable. The development of the child is broken down into terms Cognitive (hinengaro), physical (tinana), emotional (whatumanawa), spiritual (wairua) and social and cultural all the terms needs to be viewed holistically as a interwoven and interdependent. For maori the spiritual term is holistic as it connects the other terms together over time. (Te Whariki, 2017).



Forest School was founded in Scandinavia a way of live there, fliluftsliv, or free air life. The Forest School came to the uk in 1993 and has grown from strength to strength. This school puts every child at the centre of all it does and sets clear values. There are seven values and aims at the school, Growth, Learning, Hard Work, Diversity, Responsibility, Wellbeing and Community. (Forest School, no date)The Forest School is a learning process that is child-centred which offers holistic experiences to enable growth it's a long-term program which encourages play, exploration and risk-taking. The children's confidence and self-esteem grow through hands-on experiences in a natural setting. The school supports children to develop socially, emotionally, spiritually, physically, and intellectually. It has a safe space for children to try out new ideas and take risks. The Forest School has a great connection with the world and how the children fit into the world around them. Our aim is to get children to solve real-life issues by building their resilience. The school support children to become healthy, resilient, creative, and independent people. (Forest School Association, no date).



Reference List



About Write Dance. (No date) www.writedancetraining.com (Accessed on 15th January 2023).

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

Babies in lockdown (2020) No One Wants to See My Baby. www.babiesinlockdown.info (Accessed on 18th December 2022).

Crystal, D Karakochuk et al. (2018) *The Biology of the First 1,000 days*. Boca Raton [Florida]: CRC Press (Oxidative Stress and Disease).

Dough Disco. (no date) www.spreadthehappiness.co.uk (Accessed on 15th January 2023).

Early Education: The British Association for Early Childhood Education Fredich Frobel. (2021) www.early-education.org.uk (Accessed on 15th January 2023).

Early Years For Everyone-: Professor Cathy Nutbrown (No date) www.teachearlyyears.com (Accessed on 17th January 2023)

Forest School Association (No date) www.forestschoollassociation.org (Accessed on 30th December 2022)

Forest School (No date) www.forest.org.uk (Accessed on 30th December 2022)

Gov.uk: HMCI Commentary on School Funding. (2020). www.gov.uk (Accessed on 10th January 2023)

Great Pedagogical Thinkers. Maria Montessori (No date) www.pedagogy4change.org (Accessed on 10th January 2023)

Goodstart early learning: Exploring the benefits of sensory play. (2018) www.goodstart.org.au (Accessed on 8th January 2023).

International House World Organisation: Why Storytelling is Important. (No date). www.ihworld.com Accessed on 8th January 2023)

Rajwji.com, (2014) www.bing.com Abraham Maslow's Hierarchy of Needs Pyramid [Image] (Accessed on 18th December 2022).

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales. (2015) www.gov.wales (accessed on 10th January 2023)

Simply Psychology: Bronfenbrenner's Ecological Systems Theory. (2020) www.simplypsychology.org (Accessed on 17th January 2023)

The Children's Choice Therapy Service Ltd. (2010) www.children'schoicetherapy.co.uk (Accessed on 2nd January 2023)

The Best Start for Life: A Vision for the 1,001 Critical Days (2021) www.gov.uk (Accessed on 30th December 2022)

The Pikler Approach: Benefits/Principles/History/Influence (no date) www.pikler.co.uk (Accessed on 20th January 2023)

Te Whariki Early Childhood Curriculum, (2017) www.tewhariki (Accessed on 30th December 2022).www.parentinfantfoundation.org.uk (Accessed on 4th January 2023)

Why Children Need Professional Love. (2022) www.family.co (Accessed on 15th January 2023)

.What is Attachment Theory. (2022) www.simplypsychology.org (Accessed on 15th January 2023).