

**No AI was used in this Assignment:**

**First 1000 days Digital Scrapbook:**

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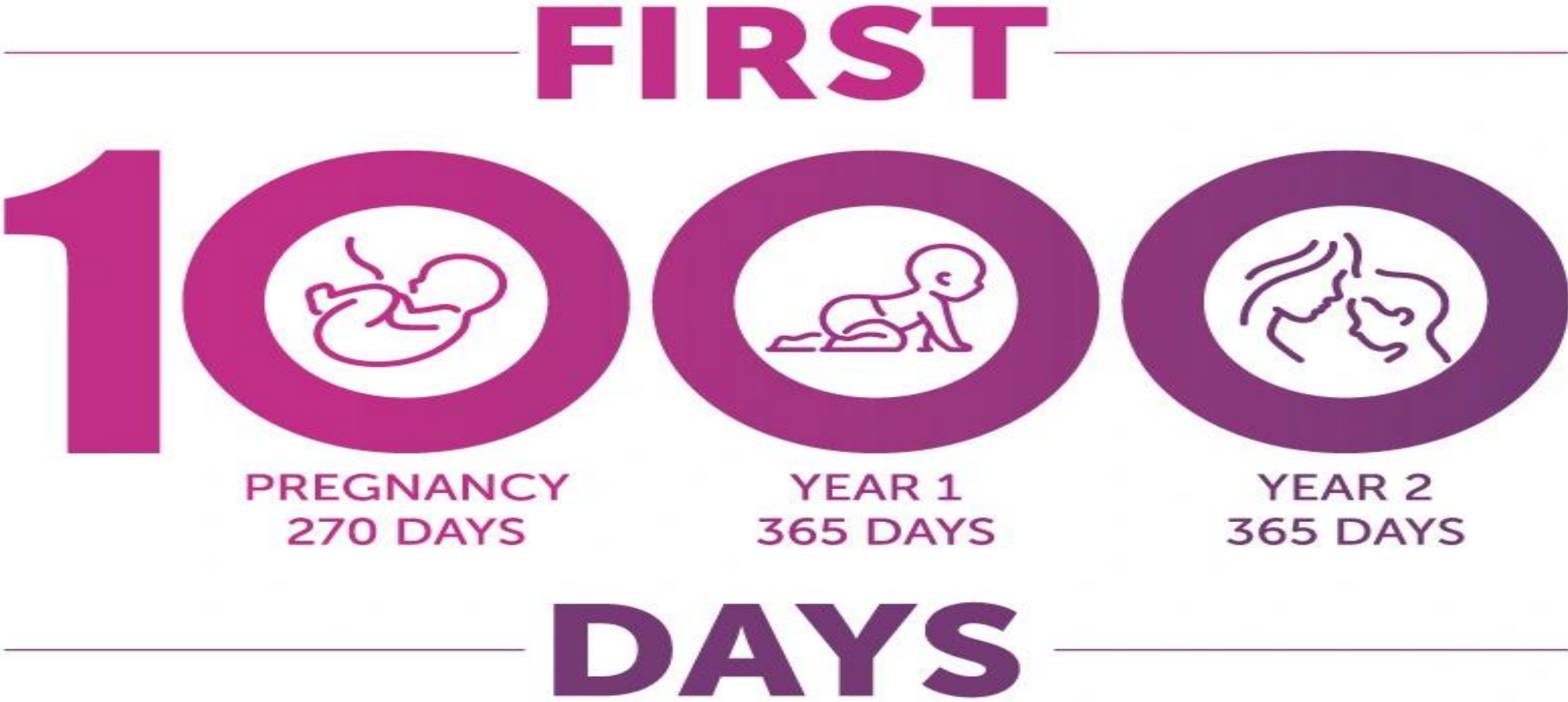
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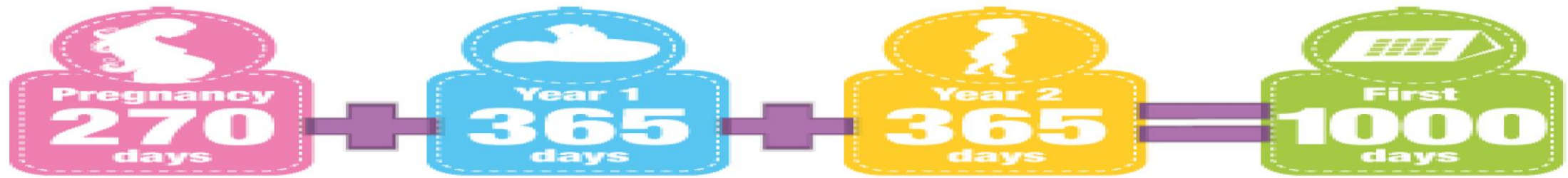
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(Community Medical center, 2018)

- **What are the first 1000 days?**

This is the time between when a woman conceives to the infant's second birthday and is split into three sections. The first 270 days is the average pregnancy duration, to which an embryo grows and develops within the womb of the female through to birth. The second stage is the first year of the infant's life, this is 365 days after birth to 12 months, known as infancy. The final 365 days are the infant's second year 12-24 months known as the toddler stage. (UNICEF, first 1000 days, 2015).

**Pregnancy 270 days:**

These are known as the prenatal or pregnancy period. This begins from the day of conception to the birth. During this stage there are three main stages of development that occur within the womb. The first 24 to 36 hours of conception an egg and sperm will unite and fertilize an egg and create cells which will multiply and separate to form a placenta and embryo. Gradually, more cells will develop the digestive, nervous, skeletal systems. This process is known as the germinal stage, all this will occur throughout the first 14 days of conception. The next 21 to 56 days form the embryonic stage. This is when the spinal cord and brain development begin to form from the neural tube. Later distinctive features like head, eyes, nose, mouth and ears begin to form. The longest stage is called the fetal stage, this is the days leading up to birth. This time of pregnancy the organs, tissues and body is growing. The sexual organs begin to form, movement of limbs, stronger heart beats and formation of fingernails, hair and eyelashes. This is when the embryo begins to grow in width and length (Cherry, 2024).





(HM Government, 2021)

### **First 365 days:**

This stage begins from birth to twelve months, throughout this time the infant will develop daily. The infant will begin to interact with the environment by following visually or grossly using head movements to identify sounds or sights. The infants' reflexes and movements will progress by beginning to grasp, reach out and holding objects. Physical strength will develop from neck control lifting head up, sitting up or even implementing a crawling position and by the end of the year pulling themselves up with support. The infant will communicate through initially crying, smiling and laughing to indicate needs, enjoyment and pleasure to later babbling, pointing to desired objects or the odd word (Human Focus, 2024).

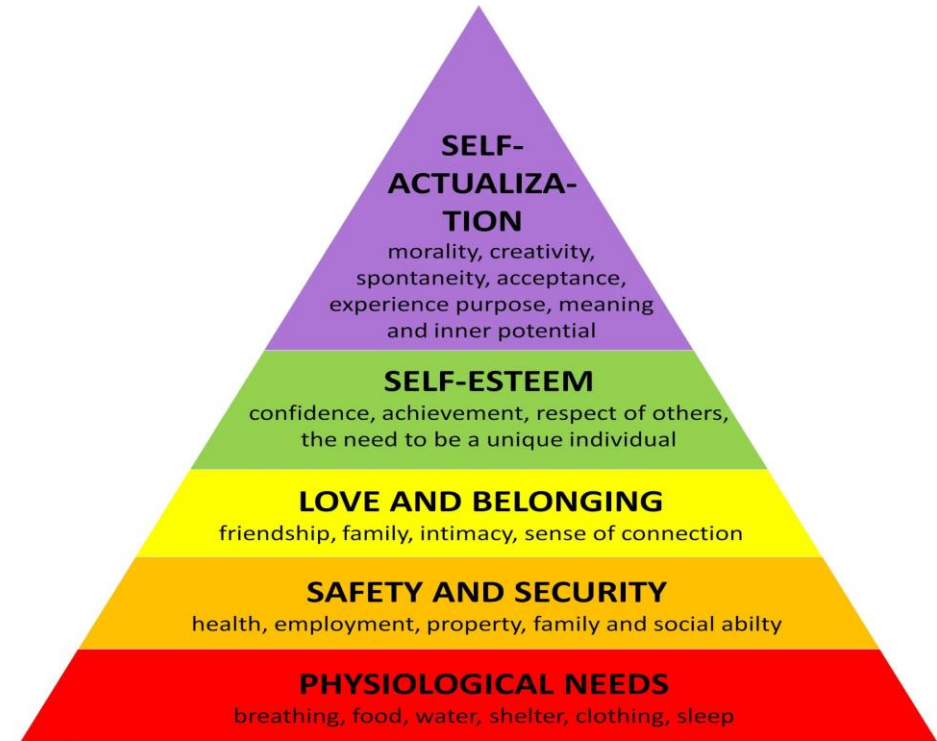
### **Last 365 days:**

The last of the 1000 days, is known as the toddler stage. This is when the child develops more independent skills like walking and feeding themselves. The child may participate in simple games or activities. Language and communication skills may become clearer, knowing a bank of key words and object names. The development of expressing likes and dislikes may become apparent and begin to imitate others and follow simple instructions (Human Focus, 2024).

# The importance of the first 1000 days.....

The first 1000 days is a period in which having the correct nutrition, support and care can have an impact on a child's survival, health and development. These foundations support the child's physical, emotional and social growth, which potentially will divert from poverty and help towards prosperity (Care, 2021).

A baby's brain develops quicker than any other time in their life, providing the correct nutrients and health care is paramount to their growth. Throughout pregnancy and infancy having foods which contains, vitamin d, iron and zinc promote immune systems, organ production, metabolism and the musculoskeletal. Breastmilk, fruit , vegetables and protein are key ingredients for helping build these nutrients and fight illness and infections (1,000 days, no date). Babies will begin to have vaccinations from 8 weeks, these vaccinations build antibodies and give lifelong protection to diseases which once caused ill health and even deaths in history (NHS, 2023).



Maslow's hierarchy of needs describes how if a child Physiological needs, safety and belonging needs are not met, the child development will be affected and will implement the child reaching their full potential (Leod, 2024).

# The caregiver's role

(Human Focus, 2024)

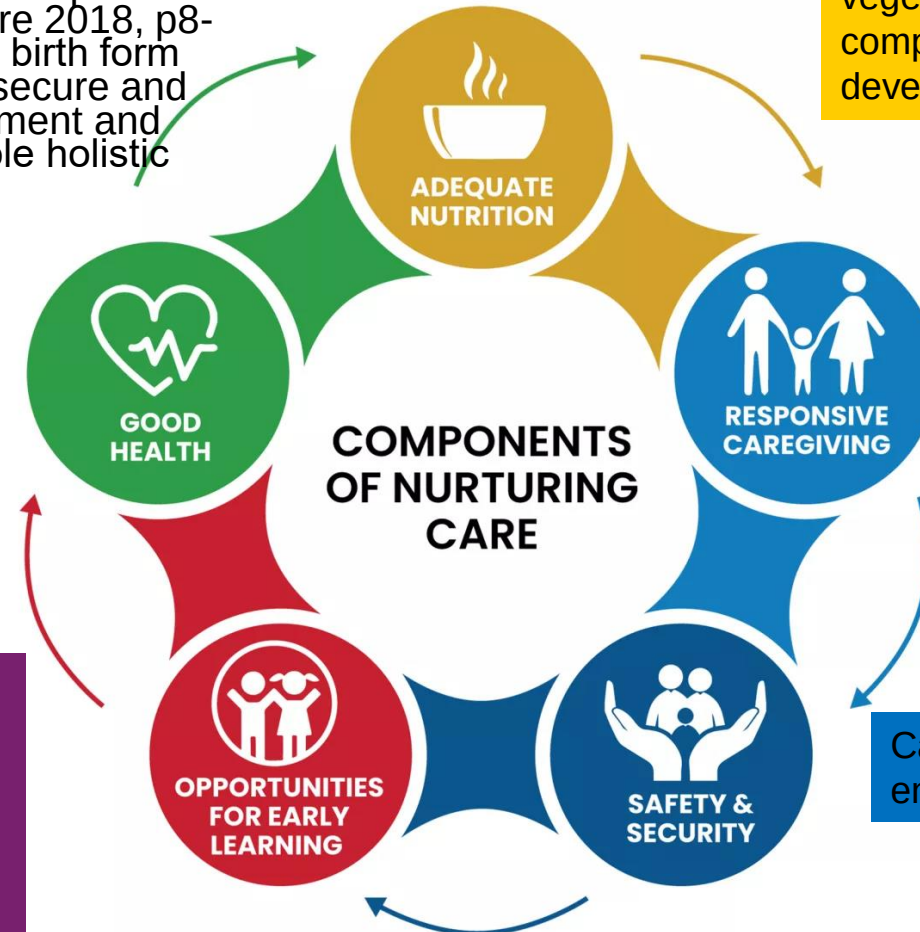


# Exceptional care requires.....

Providing and promoting health, nutrition, security, safety, whilst being responsive and attentive to the children's needs and interests. Caregivers encouraging children to interact with others and their environments all helps the child to reach their full potential (Nurturing-care 2018, p8-18). John Bowlby's studies how children from birth form attachments to an adult caregiver. Providing secure and positive attachments promotes brain development and better experiences scaffolding the child's whole holistic development. (Wilson-Ali, et al (2019).

Ensuring affection by responding to the individuals needs, protecting them from household dangers, recognizing and seeking health advice when ill, promote both physical and emotional development.

Interaction through nonverbal and verbal communication, eye- contact, smiling, singing and simple games are some of the earliest opportunities to learn social and language skills. Providing toys or household objects help develop fine and gross motor skills.



( Image- UNICEF Pakistan, 2018)

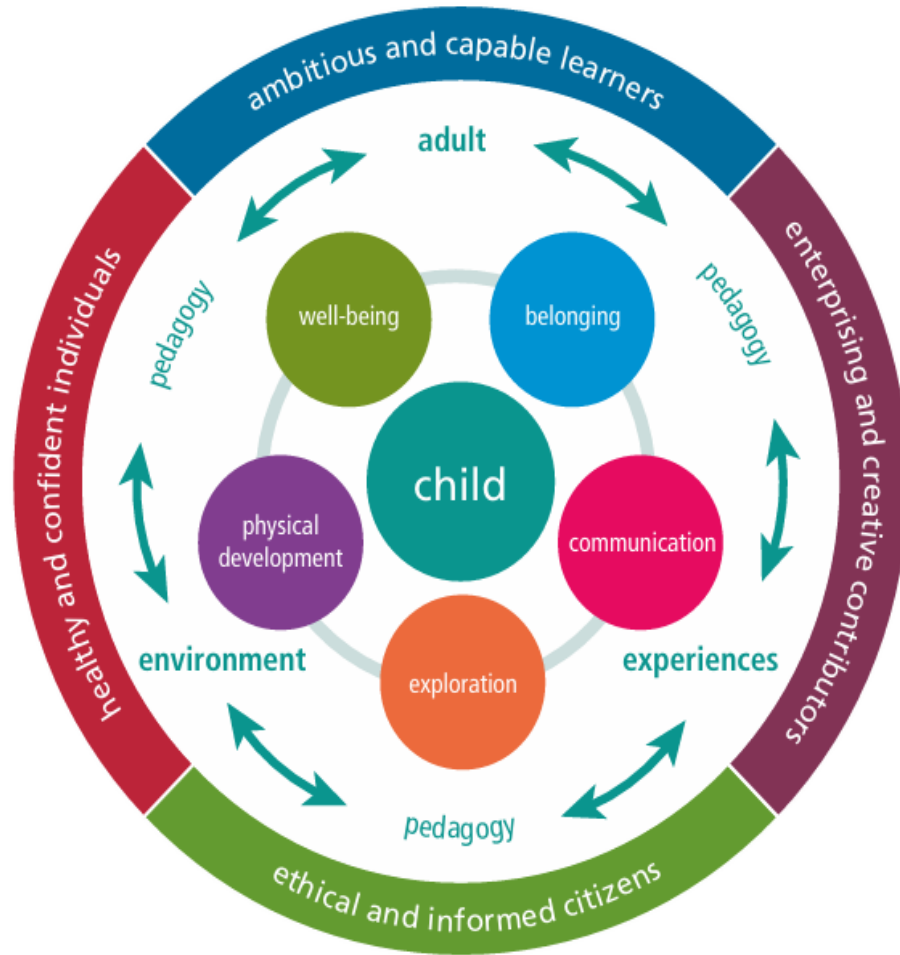
Intaking of good nutrition throughout pregnancy, infancy and toddler stages build the micronutrients needed. Through eating high protein, fruit and vegetables to breastfeeding and introducing compilatory foods as the child grows helps development physically, emotionally and socially.

Responding to sounds, gestures, movement and providing learning opportunities indicates interactions, trust and relationships. Caregivers should protect against injury, recognize illness and respond to take adequate action.

Caregivers should ensure equipment and environments are safe and secure.

(Nurturing-care ,2018. p8-18)

# Enabling Environments...



(Welsh government 2024)

Adults and environments around a child are influential to developments. Children absorb what they see, do and hear. The responsibilities of adults to provide positive opportunities and experiences that are inclusive, so all children feel they belong and confident to succeed. To create this meaningful and holistic environment require adults to provide environments that are:

- Assessable, flexible and organized for all to participate.
- Resources that are authentic, inclusive and diverse to broaden children history of diversity, cultures, gender equalities.
- Remove obstacles and barriers that may affect participation.
- Provide physical, practical, visual and open-ended resources both within the indoor and outdoor experiences.

(Welsh government 2024).

These experiences from conception to the second year of life are shaped by the child's caregivers. The relationships and opportunities they provide the infant have great importance in supporting development in numerous ways. One of which is brain development which supports regulating their emotions, knowledge of social environments through communication, serv-return interactions as well as language and cognitive abilities (Parent-Infant Foundation & Harvard University 2025).

# Barriers in Early years settings....

Local Government Association (LGA, 2023), highlight one of the barriers providing high quality care is staffing. Research states recruitment and contentment levels of qualified staff has reached 'tipping point'. This is due to lack of qualified providers and how the role is seen to be underpaid in comparison to non childcare job roles which have higher payrates.



One in four respondents  
say they are considering  
leaving the sector  
(EYA, 2018)

The LGA also discuss the proposal from the government to increase staff to child ratios from 1:4- 1:5 for two-year-olds, this increases workloads, applies extra pressure for the workforce and effects the overall provision and care given to the children.

Early years Alliance (EYA) (2018, p6) completed a survey on early years practitioners demonstrating the impact on their mental health. The surveys discovered that 74% of practitioners struggled with stress due to disproportionate amount of administration which has affected their personal life.



of respondents have been  
regularly stressed as a result of  
their job over the past month  
(EYA, 2018)

EYA (p9) also indicates the lack of time effects practitioners as 62% of the workforce work out paid hours to keep on top of the workload. Practitioners comment how all this effects their performance in work.



of respondents do not believe  
that their work and non-work  
life are balanced.  
(EYA, 2018)

# Building effective Professional partnerships .

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(Home matters ,no date)



# How Early years Practitioners (EYP) support children and their families.

The National Minimum Standards (NMS, 2023, p14-29) states everyone who cares or works with children have a role in identifying, fulfilling the rights and needs of a child to enable them to achieve their potential. NMS set out guidelines regarding supporting children's development. They put emphasis on the practitioner building positive relationships, environments, following policies and procedures regarding safe-guarding. Ensuring the children feel safe, secure and comfortable within their environments. The EYP supports children by providing enabling environments to build experience through unstructured, directed play opportunities to scaffold the holistic developments of children.

Brodie (2018, p207-215) highlights how EYP's depend on information about children from their caregivers on routines, food choices and daily care, as they know their child the best. Practitioners having good relationships and communication with the caregivers offers "two-way exchange", allowing both to share information and supporting the child's development. EYP have a statutory duty to communicate with caregivers on progression, concerns and daily care routines. From sharing information's, inviting carer's in and activities helps promote home learning.

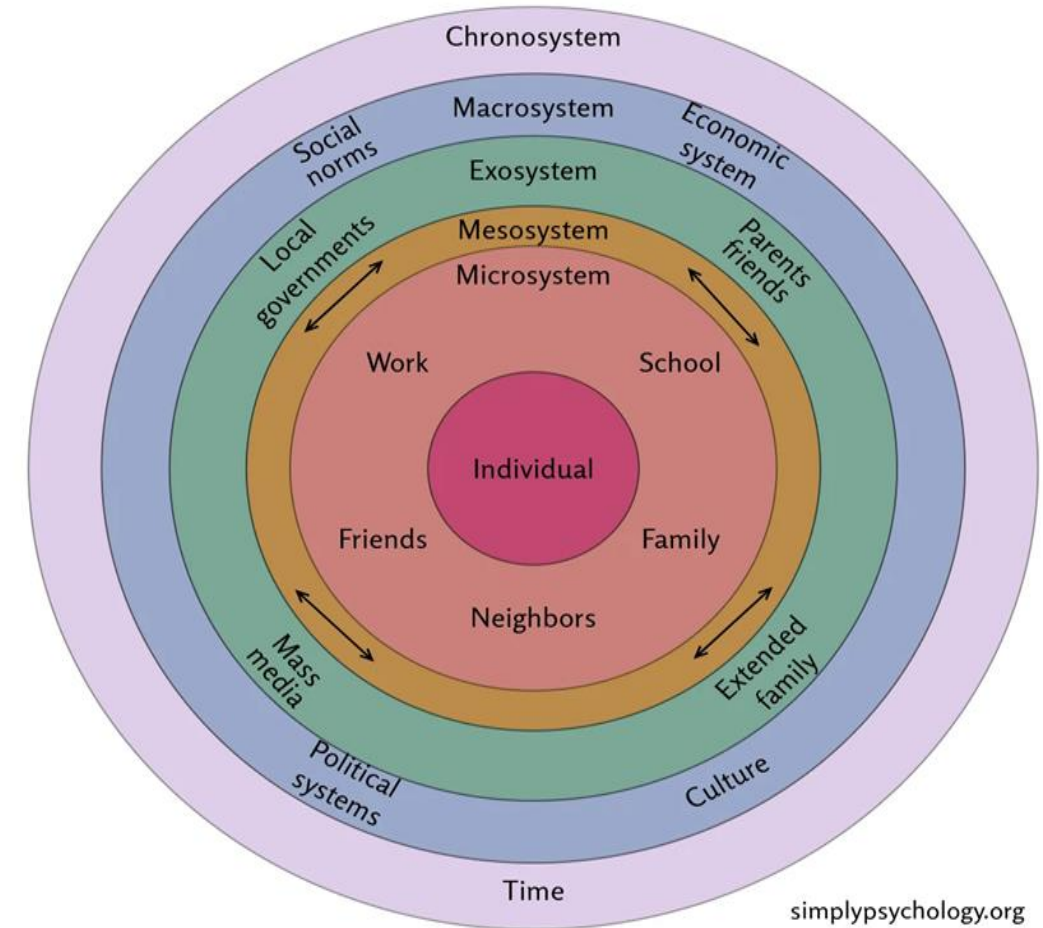
Welsh Parliament (2024) states numerous ways in which the government provides support to caregivers, through online and practical platforms. Face to face support starts during pregnancy to few months after birth with midwives and neonatal teams. These offer support, information and care to caregivers as well as the child. Leading on from this stage will be the health visitors who support families by identifying needs, routines and give advice on child-care settings. Programs such as family first, flying start and talk to me are available to offer part time child -care and opportunities for the families to build relationships, information and support from professionals and other communities -based projects. There are also online platforms of information for parents such as Teulu cymru (no date), which is an online information centre proving information on local family services, childcare offers, flying start programmes to parenting tips, advice and finances. All these support and build communication and relationships with caregivers.

# Importance of effective partnerships...

Working in partnerships involves co-operating with a variety of people or actions to serve the same purpose. Achieving this effectively supports a stable platform which collaborates new information, shared opinions and resources (Community change 2010).

Bronfenbrenner's theory, focused on how a child's development is influenced by the environments and connections within it. These interconnections are between immediate family to more broader interactions to society and policies. It highlights the importance of all those involved within the child's life and how they are all connected to support the child's overall development (Guy-Evans 2024).

The broader connections are based on Global procedures such as building universal health support from anti-natal classes to supporting caregivers mental health. The international conventions focus on children's rights ensuring each child has the same opportunities to thrive. The social protections aim to provide support to individuals in need of the basic life essentials such as clean water, food and safety, achieving this gives the children a good foundation to progress. Employers providing paid parental leave and communities which provide support groups, provide information and guidance to help build enabling environments (Nurturing-Care, 2018, pg23).



Guy-Evans (2024)

# Maternal factors that impact and the support available within the first 1000 days.

Gov.uk (2016), state maternal factors that may impact the mother and child within the first 1000 days.

Smoking during and after pregnancy can cause premature and low birth weight and effect the respiratory organs.

Drinking can result in the infant developing behavioral disorders and stunt growth.

Maternal stress such as domestic abuse life difficult for the mother to attend antenatal care which could lead to premature and low birth weights and the child's overall development later in life.

Postnatal depression this impacts the child as the caregiver is unable to form the bond, which will result in the infant unable to form an attachment.

Gov. uk provide information where support can be accessed to help and guide the mother and reduce the risks of these impacts.

National institute for health and care excellence (NICE, 2014) is a foundation that support with smoking by discussing the impacts it has on their health and the infants, it is a person-centred approach, through face to face or telephone guidance and offer information and resources to help support the quitting process.

NICE also provide information and support to those involved in domestic abuse through specialist support, which priorities the person safety, maintain regular communication and support by providing strategies for any obstacles preventing the help being provided.

Providing information, support and guidance to mothers in a compassionate way, working closely , giving advice and co-ordinating care plans.



# Meaningful activities for learning.....

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(Welsh Government, no date)



A close-up photograph of a child's hands reaching into a white, oval-shaped sensory bin. The bin is filled with various colorful beads and small toys. The child's hands are positioned at the top of the frame, with fingers reaching down into the bin. The background is dark and out of focus.

# Sensory Play.....

Sensory play activities consists of materials that enrich the five human senses, touch, taste, smell, hear and sight. From birth children are exploring their environments and the world around them, with each new experience the neurons within the brain are making connections.

Sensory play activities may include trays with sand, rice, shaving foam, pasta or flour in. To further enrich you could add food colouring, aromas or objects hidden within encouraging curiosity.

Also creating a sensory garden including different coloured plants, smells, sizes or textures and allowing playing in the mud and grass promotes interaction with the natural world.

Other opportunities for sensory play is providing different textured materials, colourful lights and variety of music, which all stimulate the brain development (EYR Team 2019).

EYR Team (2019) discusses the skills and developmental benefits of sensory play. Stating it can build independence, thinking, creativity and imagination from exploring freely with the materials. It can develop the fine and gross motor skills through grasping, scooping and molding. Later as the children grow and become more verbal their language, social skills and emotional skills process, through learning names, comparing similarities and differences, to descriptive language what they are feeling, seeing and hearing. They become more social by listening to other reactions, opinions and sharing the resources. This helps build their emotional development through resilience, regulation and the ability to adapt.



(EYR team,2024)

# Reading.....

Reading activities can be in numerous forms, from pop up, touch and feel, rhyming, picture books to where's the... books. Introducing props such as puppets and story sacks help engage a child in reading.

Providing different books and allowing children to freely explore them through opening and closing the book, to looking at the pictures all stimulate the brain and build connection.

Later the adult allowing can build on the interaction by pointing at certain parts of books, explaining what can been seen, colours, shapes or animals. Later developing by making predictions for what may happen, which will build relationships (EYR team, 2024).

The EYR team (2024) discuss how there are not many things in a child's life before the age of five years that is as important as reading. Reading can develop cognitive, psychological and communication skills. These skills are enriched through language and vocabulary building, imagination and critical thinking which supports empathy. EYR team write that children who patriciate from being read too or reading from a young age develop knowledge and academic skills which help the progress academically.



# Loose parts..

Loose parts involve any items or objects that can be moved around freely and not joined or connected. Such items could be blocks, buttons, pinecones, stones, Conker's to larger items like logs, tyres for outside.

These items allow the children to explore by ordering, stacking, categorizing or build using their imagination. Activities could be seasonal by using the pinecones, leaves, sticks to create pictures, paint or create patterns. Stories the children have heard may prompt them to build caves, dens or ships using the larger loose parts.

Loose parts focus on the children using their own creativity and imagination to suit their play (EYR Team, 2020).

Loose parts can encourage and build numerous skills for children from building social skills through collaborating, sharing, turn taking to communication skills, valuing others input and expressing theirs. Loose parts can also support a child's mathematical, literacy and economic development through exploring size, shapes, vocabulary, design and sustainability. While encouraging all these developmental skills, children's independence and confidence is enhanced (EYR Team, 2020).

# International Approaches....

(Image- Microsoft 365)



# Montessori Education.....

- Montessori education bases its learning on building a child's independence and life skills. The theory is based on the children being free to move around and learn what they choose too, in an enabling environment. The children are encouraged to be as independent in their learning experiences as much as possible and the practitioners facilitate this by promoting self care skills, such as dressing and looking after the environment. They often can have mixed classes, so children learn from older and younger peers, have interrupted blocks of learning and have no pressure on homework, grading or testing (Sprouts, 2016).
- The Montessori approach supports children development by building self motivation, interdependence, imagination and concentration skills. All this helps create responsible and self-actualized adults. Montessori once said:
- *"Never help a child with a task at which he can succeed"* (Sprout, 2016).

(Sprout, 2016)



# Waldorf Education.....

- Waldorf education aims to create free and responsible people who are creative and adapt well socially. Hand on approaches like story telling and arts are the main points of teaching, whilst exams, tests or any form of competition is avoided. Over the time children are there, they will all learn core subjects such as math's and literature as well as more practical skills. However, everyone will learn how to play an instrument. These subjects are taught mainly in the morning for a few hours for 4-6 weeks before moving on to the next subject. Children benefit from Waldorf education by becoming independent learners, build curiosity, exploration skills and observation skills (Sprout, 2016).



storytelling and conversations.

# Montessori and Waldorf Education

## Similarities

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Both Montessori and Waldorf base their education around developing independence and creating responsible adults.

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Both believe that impressions and experiences children have in early life help create their personality.

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Education is based on the children having free movement and choice in their learning.

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The environments are noncompetitive, avoid tests and exams and are inclusive (Turo's, 2024).

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Montessori theory provide resources within their environments, where as Waldorf schools focus on story telling and arts than materials.

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Waldorf education encourages “large movements “ unlike Montessori theory which believe furniture and items should be at child level.

## Differences

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Montessori Pedagogy has more emphasis on academic skills rather than art and role play unlike Waldorf.

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By the end of kindergarten in Montessori school children can write, development mathematical skills and read. Waldorf schools avoid these until the end of primary and beginning of secondary school (Turo's, 2024).

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