



The First 1000 Days

A digital scrapbook exploring the exceptional care and development of children during the first 1000 days of life





Scrapbook Aims

This digital scrapbook aims to examine the important features of the First 1000 Days of life, with the aim of outlining examples of exceptional care during this crucial time of growth and development. Included will be useful links to resources and further reading, whilst also including references to theory, research, suggested environments and activities, as well as consideration possible hindering factors and barriers to exceptional care. References to Welsh based approaches and legislation will be found throughout.



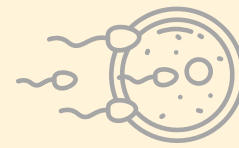
Contents:

Page 3: Introduction
Page 4: Section 1: Early Stages of Development
Page 5: Section 1: Early Stages (*Further Consideration*)
Page 6: Section 2: Caregiving
Page 7: Section 2: Caregiving in the child's widening network
Pages 8- 10: Section 3: Enabling Environments
Pages 11 - 13: Section 4: Engaging Experiences & International Approaches
Page 14: Further reading
Pages 15 - 19: Reference List



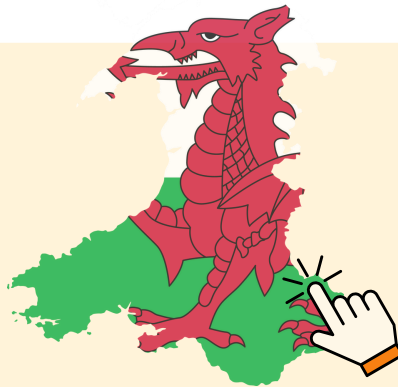


Introduction



A CRITICAL TIME

Karakochuck *et al.*, (2018) define the first 1000 days of life as being a **critical time** of development and growth which commences from the moment of biological conception and culminates at twenty-four months of age - the child's second birthday. The significance of meeting the differing needs of a child during this time to achieve successful and healthy child development is recognised globally. The World Health Organisation (WHO) (2018) highlight the importance of effective early child development in allowing economies to achieve longer-term better outcomes relating to human wellbeing, prosperity and healthy communities which help children 'survive and thrive'. More information regarding The World Health Organisation's 'Nurturing Care for Early Childhood Development' can be found by clicking on the globe symbol below:



In Wales, 'The First 1000 Days' Public Health Wales programme agrees with the World Health Organisation's view on the significance this period of childhood, and its report based on research conducted between 2018 – 2022 provides parents/caregivers with relevant support and information as to how best support a child's development during this time - for more information, click on the dragon above!



Section 1: Stages of Early Development



There are identifiable stages of development within the first 1000 days itself!

This section of the scrapbook will consider this period across three stages:



Stage 1

Conception, pregnancy, prenatal period

This stage covers a child's development from the very beginning (conception), until the birth of the child, around week 40 of pregnancy. Stevenson (2011) cites two meanings for the term 'prenatal', being both the period before birth as well as the undertaking of health and care needs of the expectant mother during pregnancy. Indrio *et al.*, (2023) discuss the importance of the prenatal period as being influential in setting the foundations for effective psychological and physiological development of the child. As well as putting in place measures to prepare for a healthy child, Indrio *et al.*, (2023) highlight the importance of preventative actions in the early stages to ensure that the child's future can be as positively influenced as possible.

In Wales, useful information for expecting parents is available digitally in the 'Every Child - Pregnancy and Birth Book' - click the baby below!



Day 0

-9 months

BIRTH
Day 280

0 months



Stage 2

Birth, early infancy, postnatal

This stage covers the period of birth, up until the child's first birthday. Physical, mental and emotional development happens rapidly during this stage. This is conveyed visually in the video below which clearly illustrates how an infant's holistic development is supported by being exposed to a greater range of stimulating environments and activities as they grow - click on the picture to see the video!



Day 300

3 months

1ST BIRTHDAY
Day 600



12 months



Stage 3

Toddler

This stage covers the period between the child's first and second birthday.

Below are some links to useful information which highlights pertinent milestones in this during this stage often referred to as '18-24 months', including social and emotional development expectations and suggested caregiving activities for this age range. Note how they emphasise the importance of engaging toddlers in meaningful learning opportunities that are suitable for individual differences in development.


Click here


Click here


Click here

2ND BIRTHDAY
Day 1000



24 months

Section 1: Further Exploration



As children move through developmental stages during the first 1000 days, there are many different influences on the wide range of areas in which they learn and grow (Indrio *et al.*, 2023). Their physical development is shaped by environmental and social factors in a holistic way that can vary depending on individual differences and circumstances, as illustrated and explained in the below:



Conception, pregnancy, prenatal period



Birth, early infancy, postnatal



Toddler

★ Attachment: **Did you know, developing what Bowlby (1969) terms a 'secure attachment' with a primary care giver during this time leads to better health outcomes throughout life?!** (Lindon & Brodie, 2016)

★ Physical and neurological development: **Did you know, an estimated 80% of brain development occurs during the first 1000 days?!** (Abbott & Burkitt, 2023)

★ Social and emotional development: **Did you know, children learn how to manage their emotions through their relationships with caregivers in a process known as co-regulation?** (Doherty & Hughes, 2014)

★ Language Development: **Did you know, it becomes more difficult to learn a language after age twelve as memory ability changes?** (United Nations, 2022)

Laying the foundations for a healthy life

Click on the video below (Guardian, 2017) to discover how access to basic resources, including clean water, food and health services impact development not just in the first 1000 days, but for life! This requirement for basic needs to be met is highlighted as a foundation of holistic child development in Maslow's Hierarchy of Human Needs (Maslow, 1943).



CLICK HERE ✨



Section 2: Caregiving

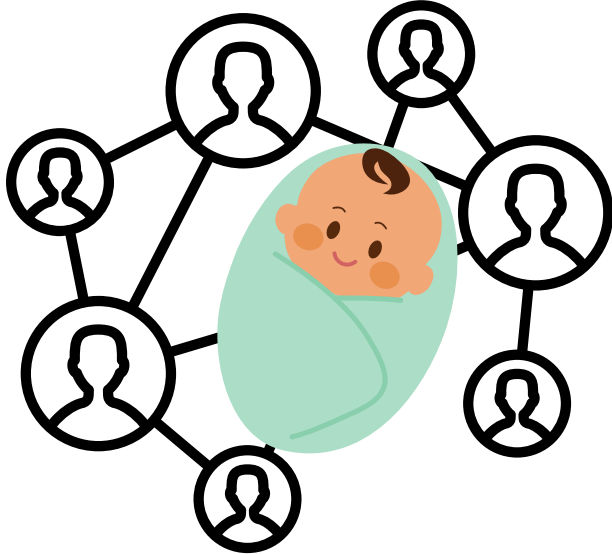
What does Caregiving look like in the first 1000 days?

Davies and Troy (2020) remind us that during the very early stages of life, a human child is “uniquely helpless among mammals and dependent on the caregiver for both survival and enrichment for far longer than other species”. Therefore, as the infant is not able to fulfil these basic needs during the first 1000 days, the responsibility of providing for and facilitating the needs of the child is help by the immediate caregiver. Johnson and Wood (2018) examine a more modern interpretation of the typical ‘family’ unit and explain that as society changes, so does the common perception of a family set up. An example of changes to what we know as a ‘nuclear family’ could be a same sex couple or a combination of two established family networks raising a child.



Lindon and Brodie (2016) consider the ‘adult’ who has genuine compassion for the child as the most effective person/s to enable effective care and nurture, thus resulting successful child development. The role of the caregiving adult during the first 1000 days will initially primarily be by the child’s mother and immediate family network in whatever form this takes. As the child’s word and interactions within society develops, the network of supporting adults will widen and will include early years professionals in multiple forms such as care, educational and medical disciplines. Often referred to as ‘enabling adults’ this term refers to the adult as being the facilitator of care and development which is dependent on influencing factors such as suitable environments, reacting to diverse needs and care requirements pertinent to the individual.

Section 2: Caregiving in the child's widening network



Expanding care provision and opportunity

Beyond the care and support network of the family, child development in the first 1000 days depends on support from wider society including a range of professionals. For example, social support for mothers in pregnancy can indirectly benefit the child, as illustrated in research that shows this supports the ability to give nurturing care (Capitani *et al.*, 2023). Professionals who support the care and development of children and their families include: early years practitioners; healthcare workers, speech and language therapist, opticians, creative play specialists and social workers. Research shows that strong relationships with child health services supports better outcomes in growth and development (Indrio *et al.*, 2022). Early years professionals can support children and families by offering 'professional love' which is essential creating caring, warm and safe environments for children (Shin and Snaider, 2018). Strong relationships and good practice, however, depend on appropriate training and the ability of professionals to be inclusive and adapt to the needs of the infant and their family.

Possible causes and consequences of care needs not being met by successful professional partnership working:

There are a range of barriers to effective partnership working which can negatively affect child development. These might include funding restraints impacting access to resources, training and pay, and specialist interventions for those with additional learning needs. There may also be staffing issues related to recruitment, retention, and job satisfaction.

Considering the importance of training, a lack of opportunities to share learning and best practices could limit partnership working and professional development (González-Patino, 2018).

When addressing the barriers to effective professional partnerships and wider support in the early years, there is a movement to focus not just on risk factors that lead to negative developmental progress, but to prioritise early intervention and prevention (Pentecost *et al.*, 2024). Seeing the first 1000 days an opportunity to establish good foundations for life is reflected in public health policy in Wales (Public Health Wales, 2023).



Section 3: Enabling Environments

This section of the scrapbook will consider the type of environments which will support a child within the first 1000 days to develop and thrive, as well as considering possible barriers to providing effective and enabling environments.



Safety and Trust

Access to a safe environment is important not just for meeting basic needs but allowing children to play and develop social, emotional, cognitive and physical skills such as turn-taking and cooperation (Moyles, 2010). To provide a safe environment, enabling adults should ensure that safety is assessed prior to child interaction in that environment. For example, a parent/ caregiver taking a child to a local park playground will assess the area for dangers included broken glass or unsafe litter. Within the professional setting, a risk assessment would be carried out by the practitioner to ensure that the environment is both safe not only for the children but for the staff working in that environment (Brodie, 2018). Consideration of environments that are unfamiliar to the service, for example, trips of excursions to other facilities may be visited and/or assessed for safety purposes prior to the arranged visit.

The safe environment will enable the child to develop trust with the enabling adult which can therefore build elements such as confidence and communication in new and unfamiliar settings (Murphy and Conn, 2022). Enabling environments can also provide opportunities for the development of a child's self-esteem, for example displaying children's work or personal photograph in an early year's setting will give them a sense of pride in their own environment (Grigg, 2015). Also allowing the child to have influence on how their environment is designed and what offering is provided will also increase self-esteem and confidence (Cremin and Burnett, 2018). As well as a consideration of safety in early years environments, it is also important to consider the importance of 'controlled risk' in a young person's environment as this allows for problem solving opportunities and critical thinking (Cooke *et al.*, 2021).

Section 3: Enabling Environments

Variety

Enabling environments can be indoors and/or outdoors, giving opportunities to explore different sensory materials and stimuli, for example play using water or sand (White, 2020). These environments also need to support children's interests as this can help build knowledge and confidence when making sense of the world around them (Conn and Murphy, 2022). Adults can support children developing knowledge in concepts they have started to explore, also known as 'schema' and can help develop support by understanding the needs of the child through careful observation (Bruce *et al.*, 2015).



Inclusivity

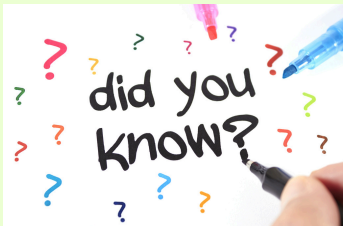
Environments also need to be enabling for those who have differing needs, including mental and physical disabilities. For example, this could be providing alternative equipment in an early years play setting so that all children can participate and benefit equally (Encarnação *et al.*, 2018).

Aswell as considering differing needs, the environments should include resources that are relatable to the children. For example, this could be providing access to dolls of colour or disability (Ali and Jones, 2024) and resources that are size appropriate and representative of items they would naturally come across in day-to-day life (Daly and Beloglovsky, 2015), for example items they might use at home such as bath sponges or keys.



Section 3: Enabling Environments

Barriers



Recent research by the Lancet found that “250 million children (43%) were at risk of not realising their development potential based on proxy measures of child stunting and child poverty in early life, key indicators and predictors of poor development in children” (Aguayo and Britto, 2024).

Access to enabling environments can be limited by a number of factors, such as war, disease, poverty, pandemics and government policies. For example, research in Uganda following the COVID-19 pandemic showed that reduced access to healthcare for mothers in the first 1000 days resulted in them having to travel further for medical care and increased distress. Researchers found themes of increased poverty and difficult decision making (Nakate *et al.*, 2022). It is important that young children’s environments are built around their needs. Stead (2024) raises concerns about the design of spaces being driven more by aesthetics than scientific evidence.



Enabling environments are subject to the enabling adult’s ability to meet children’s needs which can be affected due to issues such as staffing and limited training opportunities. Factors such as practitioner’s personal preference of learning opportunities could also hinder a child’s development, for example, a practitioner who is unwilling to carry-out care and learning in an outside environment owing to weather conditions or has differing ideas of risk associated with outdoor play (Szpunar *et al.*, 2023).

Section 4: Engaging Experiences & International Approaches



Engaging Experiences

Conkbayir (2017), highlights the relation between the child's engagement in enabling environments, that include access to age-appropriate activities that stimulate senses with the development of brain in the early years. Therefore, consideration of differing activities and approaches in this area has been explored globally, with different countries basing early years curricula and care on a variety of theoretical approaches which inaugurate different developmental outcomes and styles (Yang *et al.*, 2022).

Elinor Goldshmied

Elinor Goldschmied was an innovative early childhood educator and developmental psychologist whose work significantly influenced how babies and toddlers are cared for and educated in the first years of life (Yates, 2018). She believed in respecting young children as capable, curious learners from birth and was particularly interested in the the emotional well-being of children under three. One of her most well-known contributions to early years education is the development of the 'Treasure Basket' (Brodie, 2018). These baskets consisted of household and natural objects such as wooden spoons, sponges, fabric and pinecones and provide children with a sensory-rich and meaningful experience designed for babies who can sit independently but are not yet mobile (Goldschmied and Jackson, 2004). Her approach was centred on the development of children's coordination, concentration, and decision-making skills, as well as providing sensory exploration (Bilewicz-Kuźnia, 2017) which has influenced many approaches in early years education such as the Montessori Reggio Emilia approaches (Pound, 2009).



Photograph - Copyright Emily Downs 2025

Section 4: Engaging Experiences & International Approaches

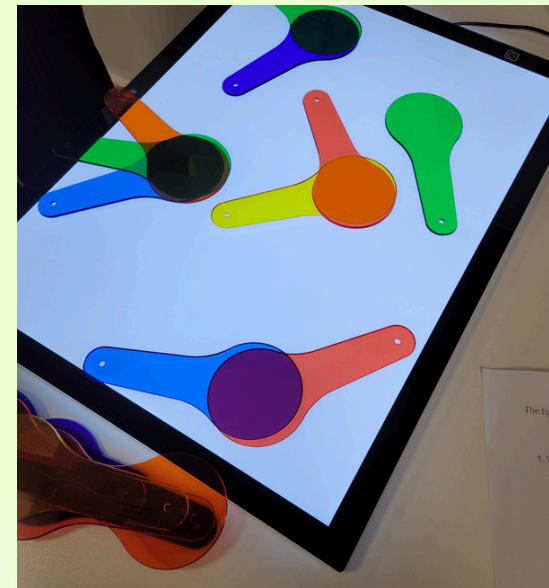


Light Boxes

Light boxes are an engaging and versatile resource used in early years settings to support sensory exploration, creativity, and early learning across multiple areas of development (Mahshulah *et al.*, 2020).

A light box is a flat, illuminated surface that provides a gentle, consistent glow, which enhances the visibility of objects placed on it. This makes it especially appealing for young children, as it draws attention to colours, shapes, textures, and patterns in a unique and stimulating way (Haynes and Patti, 2025). Light boxes are often used in Reggio Emilia-inspired environments, where materials and the environment are considered central to the learning process (McNally and Slutsky, 2016).

**Click on the photograph to find out more
about how children can use light to learn!**



Photograph - Copyright Emily Downs 2025

Messy Play

Messy play is a vital part of early years education, offering children many opportunities to explore materials, experiment with their senses, and develop a wide range of skills in a playful and engaging way (Gascoyne, 2018).



Section 4: Engaging Experiences & International Approaches



Messy Play

It involves using materials such as sand, water, paint and mud to encourage children get immersed in the learning experience (Thomas and Lewis, 2020). This type of play supports the development of fine and gross motor skills, as children scoop, pour, mix, squeeze, and manipulate different materials (Early Years Alliance, 2023). It also helps with creativity, curiosity, and problem-solving, as children combine and test resources, as well as being beneficial for sensory development, allowing children to engage through touch, sight, smell, and sometimes even sound or taste (Mainstone- Cotton, 2017).



Messy play supports early communication and language development (Wilson, 2018), and it also provides natural opportunities for developing mathematical and scientific thinking, such as measuring, comparing, and predicting (Robertson, 2017).

Emmi Pikler

Emmi Pikler, a Hungarian paediatrician, has had influenced early years development through her pioneering work on infant autonomy and respectful caregiving. Her approach outlines the importance of allowing infants and young children to move and explore freely at their own pace, without unnecessary adult intervention (Sagastui et al., 2022). The principles of Emmi Pikler's philosophy and ideas centred on the importance of the child's ability to access 'free movement' can be found by clicking the image on the right:



Links to further resources!

Click on the images below for some interesting links for further reading on the first 1000 days!



References

- Ali, L., and Jones, S. E. (2024) “It represents her in play” parental and child views on toys that represent disability’, *Equity in Education & Society*, p.27526461241235942. Available at: <https://doi.org/10.1177/27526461241235942>
- Baby Centre (2017) Baby’s development in the first year. Available at: https://www.youtube.com/watch?v=kK_lwyly-3M (Accessed: 8 February 2025).
- Bilewicz-Kuźnia, B. (2017) ‘The experimental approaches and creative mindsets of children in heuristic play’, *Agathos*, 8(2), pp.197-211.
- Boddy, R., Gordon, C., MacCallum, F. and McGuinness, M. (2017) ‘Men’s experiences of having a partner who requires Mother and Baby Unit admission for first episode postpartum psychosis’, *Journal of advanced nursing*, 73(2), pp.399-409. Available at: <https://doi.org/10.1111/jan.13110>
- British Broadcasting Company [BBC] (2015) BBC Sounds - The First 1000 Days: A Legacy for Life. Available at: <https://www.bbc.co.uk/sounds/series/b0139623>. (Accessed: 20 July 2025).
- British Broadcasting Company [BBC] (2025). Tiny Happy People - Activities for 18 months to 2-year-olds. Available at: <https://www.bbc.co.uk/tiny-happy-people/18-to-24-month-old-child-development-activities> (Accessed: 30 January 2025).
- Brodie, K. (2018) The holistic care and development of children from birth to three: an essential guide for students and practitioners. London: Routledge Taylor & Francis Group.
- Bruce, T., Louis, S. and McCall, G. (2015) Observing young children. Los Angeles: Sage Publications Ltd.
- Capitani, E., Lorenzini, C., Biuzzi, A., Alaimo, L. and Nante, N. (2023) ‘Factors influencing the first thousand days of life. The importance of Nurturing Care’, *Journal of Preventive Medicine and Hygiene*, 64(2), p.E172. Available at: <https://doi.org/10.15167/2421-4248/jpmh2023.64.2.2850>
- Chen, Y., Cabrera, N.J. and Reich, S.M. (2023) ‘Mother-child and father-child “serve and return” interactions at 9 months: Associations with children’s language skills at 18 and 24 months’, *Infant behavior & development*, 73, pp. 101894–101894. Available at: <https://doi.org/10.1016/j.infbeh.2023.101894>
- Conkbayir, M (2017) Early childhood and neuroscience: theory, research and implications for practice. London: Bloomsbury.
- Cooke, M., Wong, S. and Press, F. (2021) ‘Towards a re-conceptualisation of risk in early childhood education’, *Contemporary Issues in Early Childhood*, 22(1), pp.5-19. Available at: <https://doi.org/10.1177/146394911984074>

References

- Cremin, T. and Burnett, C. (2018) Learning to teach in the primary school. 4th edn. London: Routledge.
- Daly, L., and Beloglovsky, M (2015) Loose parts: inspiring play in young children. 1st edn. Saint Paul, Minnesota: Redleaf Press.
- Davies, D. and Troy, M.F. (2020) Child development: a practitioner's guide. 4th edn. New York, The Guilford Press.
- Devex (2025). The first 1,000 days: How early nutrition shapes health and development. Available at: <https://www.youtube.com/watch?v=y3QxlcLoRe4>. (Accessed: 20 July 2025).
- Early Years Alliance (2023) Messy Play - benefits and getting started. Available at: <https://www.lewishamcfc.org.uk/messy-play-benefits-and-getting-started/>. (Accessed: 15 February 2025).
- Encarnação, P., Ray-Kaeser, S. and Bianquin, N. (2018) Guidelines for supporting children with disabilities' play: Methodologies, tools, and contexts. Warsaw ; De Gruyter.
- Goldschmied, E. and Jackson, S. (2004) People under three: young children in day care. 2nd edn. London; Routledge.
- González-Patiño, J. (2018) 'Learn, teach and share, participation in expanded educational communities: Madrid Pikler Seminar as a practice of continuing education between childhood professionals', *Digital education review*, (33), pp. 203–216. Available at: <https://doi.org/10.1344/der.2018.33.203-216>
- Grigg, R. (2015) Becoming an outstanding primary school teacher. 2nd edn. London; Routledge.
- Haynes and Patti (2025). How-to Guide: Reggio-Inspired Light & Shadow. Available at: <https://reggio-inspired.com/blog/2020/8/30/how-to-use-light-shadow-in-your-reggio-classroom>. (Accessed: 16 July 2025).
- Holmes, J. (2014) John Bowlby and attachment theory. 2nd edn. London; Routledge.
- Indrio, F., Dargenio, V.N., Marchese, F., Giardino, I., Vural, M., Carrasco-Sanz, A., Pietrobelli, A. and Pettoello-Mantovani, M. (2022) 'The importance of strengthening mother and child health services during the first 1000 days of life: the foundation of optimum health, growth and development', *The Journal of Paediatrics*, 245, pp.254-256. Available at: <https://doi.org/10.1016/j.jpeds.2022.03.001>
- Indrio, F., Pietrobelli, A., Dargenio, V.N., Marchese, F., Grillo, A., Vural, M., Giardino, I. and Pettoello-Mantovani, M. (2023) 'The key 1000 life-changing days', *Global Paediatrics*, 4(1), p.100049. Available at: <https://doi.org/10.1016/j.gped.2023.100049>

References

- Johnston, J., Nahmad- Williams, L., Oates, R., and Wood, V. (2018) Early childhood studies: principles and practice. 2nd edn. London: Routledge.
- Karakochuck, C., Whitfield, K., Green, T. and Kraemer, K. (2018) The biology of the first 1,000 days. United Kingdom: Taylor & Francis Group.
- Likhar, A. and Patil, M.S. (2022) 'Importance of Maternal Nutrition in the First 1,000 Days of Life and Its Effects on Child Development: A Narrative Review', *Curēus*, 14(10), pp. e30083-. Available at: <https://doi.org/10.7759/cureus.30083>
- Lindon, J. and Brodie, K. (2016) Understanding child development: 0-8 years. 4th edn. London; Hodder Education.
- Mahshulah, Z.A., Syaodih, E. and Rachmawati, Y., (2020) 'The ray of light: an activity approach of Reggio Emilia', *International Conference on Elementary Education* (Vol. 2, No. 1, pp. 785-790).
- Mainstone-Cotton, S. (2017) Promoting young children's emotional health and wellbeing a practical guide for professionals and parents. London: Jessica Kingsley Publishers.
- McNally, S. A., & Slutsky, R. (2016) 'Key elements of the Reggio Emilia approach and how they are interconnected to create the highly regarded system of early childhood education', *Early Child Development and Care*, 187(12), 1925–1937. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/03004430.2016.1197920>
- Murphy, A. and Conn, C. (2022) Inclusive pedagogies for early childhood education: respecting and responding to differences in learning. 1st edn. Abingdon; Routledge.
- Nakate, M.G., Mackay, S., Ndirangu-Mugo, E. and Fleming, V. (2022) 'Experiences of mothers and significant others in accessing comprehensive healthcare in the first 1000 days of life post-conception during COVID-19 in rural Uganda', *BMC pregnancy and childbirth*, 22(1), p.938. Available at: <https://doi.org/10.1186/s12884-022-05212-x>
- Nyarko, M.J., van Rooyen, D. (RM) and ten Ham-Baloyi, W. (2024) 'Preventing malnutrition within the first 1000 days of life in under-resourced communities: An integrative literature review', *Journal of child health care*, 28(4), pp. 898–913. Available at: <https://doi.org/10.1177/13674935231166427>
- Pentecost, M., Keaney, J., Moll, T. and Penkler, M. (2024) The handbook of dohad and society: Past, present, and future directions of biosocial collaboration. Cambridge University Press.
- Pound, L. (2009) How children learn 3, contemporary thinking and theorists. 1st edn. London: Step Forward.
- Public Health Wales [PHW] (2023) The first 1000 days programme. Available at: <https://phw.nhs.wales/topics/the-first-1000-days-programme/#:~:text=The%20First%201000%20Days%20is,improving%20outcomes%20and%20reducing%20inequalities>

References

- Public Health Wales [PHW] (2024) Every Child: Your pregnancy and birth. Booklet 1. Available at: <https://edition.pagesuite-professional.co.uk/html5/reader/production/default.aspx?pubname=&edid=4060e6d1-7228-41f2-b983-27e05ff4bf33>. (Accessed: 12 January 2025)
- Recchia, S.L., Shin, M. and Snaider, C., (2018) 'Where is the love? Developing loving relationships as an essential component of professional infant care', *International Journal of Early Years Education*, 26(2), pp.142-158. Available at: <https://doi.org/10.1080/09669760.2018.1461614>
- Robertson, J. (2017) Messy maths : a playful, outdoor approach for early years. Carmarthen, Wales: Independent Thinking Press.
- Royal Foundation (2025) Early Childhood. Available at: <https://royalfoundation.com/early-childhood/>. (Accessed: 19 July 2025).
- Sagastui, J., Herrán, E. and Anguera, M.T. (2022) 'Adult intervention levels in young children's free play: an observational study on how Pikler educators combine the instrumental and relational dimensions of their educational activity', *European journal of psychology of education*, 37(3), pp. 707–728. Available at: <https://doi.org/10.1007/s10212-021-00560-2>
- Speech and Language UK (2024). 18-24 months. Speech and Language UK: Changing young lives. Available at: <https://speechandlanguage.org.uk/help-for-families/ages-and-stages/18-24-months/>. (Accessed: 30 January 2025)
- Stead, C. (2024) The first 1000 days | Early brain development and nursery room design| Community Playthings. Available at: https://www.communityplaythings.co.uk/learning-library/articles/the-first-1000-days?srsId=AfmBOoqeab59vNwztCM8gXzS74cDDHH_mbt6Fvff12aVhmsPYTjxvXHU. (Accessed: 12 February 2025)
- Stevenson, A. (2011) Oxford dictionary of English. 3rd edn. Oxford: Oxford University Press.
- Szpunar, M., Johnson, A.M., Driediger, M. and Tucker, P. (2023) 'Early childhood educators' knowledge, self-efficacy and risk tolerance for outdoor risky play following a professional risk re-framing workshop', *Children*, 10(8), p.1346. Available at: <https://doi.org/10.3390/children10081346>
- The United Nations Children's Fund Philippines [UNICEF] (2015) The First 1,000 Days of Life. Available at: <https://www.youtube.com/watch?v=mpyD19Sliaw>. (Accessed: 20 July 2025).

References

- The World Health Organization Child Health and Development [WHO] (2018) Nurturing care for early childhood development. Available at: <https://www.who.int/teams/maternal-newborn-child-adolescent-health-and-ageing/child-health/nurturing-care> (Accessed: 11 January 2025).
- Thomas, A. and Lewis, A. (2020) An introduction to the foundation phase: early years curriculum in Wales. London, England: Bloomsbury Academic. Available at: <https://doi.org/10.5040/9781474264310>.
- Welsh Government (2024). Your toddler 1-2 years. Available at: <https://www.gov.wales/parenting-give-it-time/your-childs-development/your-toddler-1-2-years>. (Accessed: 30 January 2025)
- White, J. (2020) Playing and learning outdoors: the practical guide and sourcebook for excellence in outdoor provision and practice with young children. 3rd edn. London; Routledge.
- Wilson, R.A. (2018) Nature and young children: encouraging creative play and learning in natural environments. 3rd edn. London; Routledge.
- Yang, W., Tesar, M. and Li, H. (2022) 'Childhood, curriculum, and culture in diverse contexts', *ECNU Review of Education*, 5(2), pp.209-218. Available at: <https://doi.org/10.1177/2096531122109203>
- Yates, D. (2015) Do the first 1000 days determine the rest of your life? Available at: <https://www.youtube.com/watch?v=XCscN4zuvd4>. (Accessed: 20 July 2025).
- Yates, E. (2018) 'Play' in Johnston, J., Nahmad- Williams, L., Oates, R., and Wood, V. (2018) Early childhood studies: principles and practice. 2nd edn. London: Routledge. pp. 348-369.