

### Chapter 1 : Early Years Parent Declaration /19

*The document concludes that collaboration between parents and practitioners in early years settings is a 'hallmark of a quality early childhood service' (National Council for Curriculum & Assessment n.d. National Council for Curriculum & Assessment).*

Complaints policy Do all childcare providers offer funded places? How do I apply for a free place? Parents should contact their preferred provider directly. This includes applying for a school nursery place. Search for a list of providers Enter a postcode or place name: You do not have to pay towards the basic free entitlement. You can be asked for a deposit or registration fee if you are taking up any place that is not part of the free entitlement. What about paying for lunch? If you do want to buy a lunch you should agree the cost of this in advance. What about extra hours? You do not have to purchase additional hours in order to get the free hours. The rates that settings charge for additional hours or services is between the parent and provider. How many hours can my child have in one day? Your child can have a maximum of 10 hours free in any one day. Can I split the funding between two settings? However where this is not possible then you may split it if providers agree. However, schools and academies nurseries would expect a child to attend for the full 15 hours. For 30 hours some families might find splitting the entitlement suits them well and you can do this as long as the child is at no more than two sites in one day. So you could have a term time only place for fewer than 30 hours a week and use the remainder to cover a holiday club. Or you might want to keep your child with a valued childminder but start to access some of the free entitlement at a school nursery so that they get to know children they may soon be starting school with. My childcare provider has a limited number of 30 hour funded places. Can they do this? Yes providers are not obliged to offer the full 30 hours. You can use any hours above what is being offered at another childcare provider. I only want to use 20 hours of my funding a week but my local school only offers 15 or 30 hour places. Can I insist that my child only attends for 20 hours? Admission for a school place is made separately. Parents should apply for a school place for starting school in reception via the admissions procedure. I am a foster carer. Can I use 30 hours funding? You should start by discussing this with your social worker. Is there any extra funding?

### Chapter 2 : Facts for Life - Child Development and Early Learning

*Patient/parent education handouts are available for your child's regular check-up visit with your healthcare provider from days of age until years of age. Choose My Plate- Preschoolers The U.S. Department of Agriculture provides information on health and nutrition for children 2 through 5 years of age.*

Share via Email Damian Hinds. Firstly, the proposal conflates school-based literacy norms with the everyday speaking and communication skills that children from all social backgrounds are generally equally proficient in. We suspect that Hinds is following an agenda set by middle-class speakers of standard English who assume that their linguistic conventions are the only ones worth knowing and must therefore be required of all children. This proposal for intervention in early years education will therefore very likely be based on nothing more than prejudice, dressed up as concern for social mobility. Instead of a divisive educational policy based on stigmatising the linguistic skills of some children, we need an inclusive one in which the role of the school is to value and positively build on the communicational proficiencies that all children develop in their families and communities. The consequence of the systematic dismantling of parental support programmes in early education, of which Sure Start was one of many, is evidenced by the widening attainment gap in year 1 that Hinds cites. Why can we not sustain consistent cross-party initiatives in relation to this area? Goodness knows, there is a huge body of evidence indicating the significance of the linguistic environment in which young children develop relative to their future achievement. In addition there is a wealth of well-researched data suggesting optimum ways of helping disadvantaged parents to support their children, not just at age five, but from birth. Language deficit at age five should be addressed well before children enter formal schooling. I heard similar views throughout my career in education, which included being an HMI and director of education in three different authorities. The cycle that has not yet been broken in our education system is the one that leads to the children of parents who were not successful in education going on themselves to fail. The disadvantaged do not choose to be disadvantaged and are least able to help themselves. It is the disadvantaged for whom state education is of most importance – it is their only route to improving their life chances. Sure Start centres were a beacon of hope that the most needy children and their parents would get the boost they needed. Since some 1, have been closed. That is a real scandal. We desperately need a Secretary of State who will look in the mirror to see what is wrong instead, as he and his predecessors have done, look out of the window to apportion blame to others. He was fully aware of what seems to have taken over 60 years to have reached the consciousness of government – that children with poor communication and literacy skills when they come into school at five rarely if ever catch up. Consequently, he introduced the Red House scheme whereby qualified teachers helped parents – in their own homes – to develop language and pre-reading skills. The results were impressive but the scheme was dropped through lack of funds. If we really want children and adults to achieve their potential, we must encourage adults into education and tackle the barriers they face head on.

**Chapter 3 : Birth to 3 - Early Years - Matrix Parent Network**

*Birth to 3 - Early Years Individual Consultations* – Discuss your child's specific needs as you plan for the transition to preschool. Call the HELPLine at to schedule an individual consultation with one of our Early Years Parent Advisors.

The role of parents in early childhood learning Susan H. From a socio-cultural viewpoint, cognitively responsive behaviours e. Increased volume in this brain region is associated with more optimal development of a number of psychosocial factors e. Problem Despite the central role for responsive parenting in different research frameworks, much of what we know about this parenting style comes from descriptive studies. This means that we can only infer the importance of responsive parenting. To assume a causal influence of responsive parenting on child outcomes would require data from experimental studies with random assignment. Fortunately, there is growing evidence from interventions targeting the facilitation of responsive parent practices that show positive results and some evidence that when responsive behaviours are increased children showed at least short-term increases in cognitive, social, and emotional skills. Can interventions targeting responsive parenting work for different types of high risk parents? Do increases in the various aspects of responsiveness explain the positive changes in different aspects of cognitive and social development? Is parental responsiveness equally effective, or does its effectiveness vary for children with varying characteristics e. After the infancy phase, mothers receiving the intervention showed strong increases in all responsiveness behaviours and their infants showed higher levels and faster growth rates in a range of skills. For example, independent problem-solving during toy play showed greater increases for infants whose mothers received the intervention compared to infants whose mothers did not receive the intervention. The effects of the intervention also generalized to positively influence parent and child behaviours during a shared book reading activity, even though this activity was not a specific focus of the intervention. Finally, interventions targeting responsive parenting practices also show similar positive effects for parents of varying risk factors e. Now research is needed to further delineate this specificity between particular types of responsive support and particular developmental goals. Expanding our understanding of how responsive parenting looks and works across different family and child characteristics would add to the development of a more highly specified model of responsive parenting. Finally, determination of what supports need to be in place to assist parents with their attempts to be responsive could enhance the effectiveness of responsive parent interventions. There are many new research avenues that need to be explored and questions addressed in recent studies that require further examination. Policy and practice decision-makers need to pay particular attention to parents who are most at risk: Synthesis of relevant research should guide new investments in parent programs and the development of research initiatives concerning responsive parenting. Developmental science is frequently not well integrated into policy or program application. When new investments are made in publicly funded services for children and families, there is often a greater emphasis on accountability. This should serve to encourage a greater consideration of research-based evidence that can better assure program effectiveness. Maternal responsiveness and cognitive development in children. A psychological study of the Strange Situation. A reconceptualization of current points of view. *Developmental Psychology* ;30 1: Oxford University Press; Infant-caregiver attachment and patterns of adaptation in preschool: The roots of maladaptation and competence. *Minnesota Symposia in Child Psychology*. Establishing early foundations for social, communication, and independent problem solving. *Developmental Psychology* ;42 4: Socialization in the context of the family: *Handbook of child psychology*. Socialization, personality, and social development; vol. *Child development today and tomorrow*. Tomasello M, Farrar JM. Joint attention and early language. *Child Development* ;57 6: The development of higher psychological processes. Harvard University Press; From external regulation to self-regulation: *Developmental Psychology* ;48 1: *Developmental Psychology* ;37 3: Predicting cognitive-linguistic and social growth curves from early maternal behaviors in children at varying degrees of biological risk. *Developmental Psychology* ;33 6: Maternal support in early childhood predicts larger hippocampal volumes at school age. *Proceedings of the National Academy of Science* ; 8: Attachment-based intervention for enhancing sensitive discipline in mothers of 1- to 3-year-old children at risk

for externalizing behavior problems: A randomized controlled trial. *Journal of Consulting and Clinical Psychology* ; Caregiver sensitivity, contingent social responsiveness, and secure infant attachment. Home environment and school performance: A ten year followup and examination of three models of environmental action. *Child Development* ;59 4: Causal analyses of multiple determinants of parenting: Empirical and methodological advances. *Advances in Developmental Psychology*. Individual variability in parenting profiles and predictors of change: Effects of an intervention with disadvantaged mothers. *Journal of Applied Developmental Psychology* ; 27 4: Impact of community mentors on maternal behaviors and child outcomes. *Journal of Early Intervention* ; 28 2: A responsive parenting intervention: The optimal timing across early childhood for impacting maternal behaviors and child outcomes. *Developmental Psychology* ;44 5: The effects of a responsive parenting intervention on parent-child interactions during shared book reading. Effects of an early comprehensive parenting intervention on at-risk mothers and their children. *Developmental Psychology* ;50 5 , The role of parents in early childhood learning. Tremblay RE, topic ed. *Encyclopedia on Early Childhood Development* [online]. Accessed November 9,

### Chapter 4 : Positive Parenting Tips | Child Development | NCBDDD | CDC

*How to Communicate with Parents As a child care provider, you soon discover that developing positive relationships with parents is critical to providing the best care possible to their children. Here are 3 key steps to follow when having difficult conversations with parents.*

Everything she or he sees, touches, tastes, smells or hears helps to shape the brain for thinking, feeling, moving and learning. It is a time of rapid cognitive, linguistic, social, emotional and motor development. For example, a child learns many words starting at around 15â€”18 months. Rapid language learning continues into the preschool years. New experiences repeated many times help make new connections, which shape the way the child thinks, feels, behaves and learns now and in the future. Babies need lots of care and affection in the early years. Holding, cuddling and talking to the child stimulate brain growth and promote emotional development. Being kept close to the mother and breastfed on demand provide the infant with a sense of emotional security. The baby suckles for both nutrition and comfort. For young children, crying is a way of communicating. This kind of early bonding and attachment to the mother, father or other close caregiver helps a child develop a broad range of abilities to use and build upon throughout life. These include the ability to: Children may become frustrated if they are unable to do something or have something they want. They are often frightened of strangers, new situations or the dark. Children whose reactions are laughed at, punished or ignored may grow up shy and unable to express emotions normally. If caregivers are patient and sympathetic when a child expresses strong emotions, the child is more likely to grow up happy, secure and well balanced. Boys and girls have the same physical, mental, emotional and social needs. Both have the same capacity for learning. Both have the same need for affection, attention and approval. Young children can experience excessive stress if they are physically or emotionally punished, are exposed to violence, are neglected or abused, or live in families with mental illness, such as depression or substance abuse. These stresses interfere with the developing brain and can lead to cognitive, social and emotional delays and behaviour problems in childhood and later in life. Children who are physically or mentally punished in anger are more likely to become violent themselves. These responses by parents and other caregivers encourage children so they become well-adjusted and productive members of the family and community. Both parents, as well as other family members, need to be involved in caring and nurturing the growth, learning and development of children. They should make both girls and boys feel equally valued as they encourage them to learn and explore â€” this is important preparation for school. They love, feed, console, teach, play with and care for their children. A father should make daughters and sons feel they are equally important. Together, the mother and father can ensure that the child receives a quality education and good nutrition and health care.

### Chapter 5 : Home – ZERO TO THREE

*Tin Nã³ng VOA 07/09/ - TOÃ€N DÃ,N QUáºNG NGÃfi I Ä•á»" XÃ" XUá»•NG Ä•Æ-á»œNG C.H.á¶N XE KHÃ"NG KHÃ•C Tá»"NG Blá»,U TÃCENH - Duration: Everything4U Channel 46, views. New.*

Building positive relationships with parents is critical to provide the best care possible for their children. Parents and children are a two-for-one deal: Developing positive relationships with parents is critical to providing the best care possible to their children. This can be a real benefit since you might already share an open, trusting relationship with the parents. But this familiarity can also raise some challenges when you are caring for their children. Even when your relationship with a parent s is warm and positive, sharing the care of a young child often stirs up strong feelings. This may be more of a concern when the caregiver is someone the parent and child both know well— a relative, friend or neighbor. Here are two fairly typical experiences that come up when sharing the care: Sarita got into her car, really angry. When she dropped off her month-old, Malika, that morning, she mentioned to her friend, Angela who cares for Malika , how impossible Malika has been in the mornings. Angela seemed really surprised. She is really cooperative. After calling to her, Aldo finally had to crawl under there and pull her out. Blanca was screaming the whole time. His mother-in-law told him it was just because Blanca has a hard time making changes. But it still was a rotten way to end a long day. Notice how you are feeling. Tuning in to your feelings is very important. But her niece, Tasha, is often late to pick him up and never calls. Adele is really frustrated and angry. When her niece does eventually show up, Adele is very abrupt and annoyed in her tone. The two adults barely communicate. Eduardo glances from one to the other and looks very tense. Recognizing the impact on Eduardo, Adele decides to talk to Tasha about her feelings and to see about making a plan to help Tasha arrive on time, and at least to call to let Adele know she is running late. When Adele takes the approach of partnering with Tasha in solving the problem, versus blaming her, Tasha is open to discussing solutions. Take the example of a child throwing a tantrum when his parent comes to pick him up. This situation can naturally make a parent feel incompetent and embarrassed. Kids learn quickly that the rules and expectations at home and here can be different. He tells me all about how you make sure he is zipped up and how you always check that he has his hat. He talks about you all the time. Developing a plan together with parents on how to handle a child-rearing issue helps you move forward as partners, instead of competitors. For example, if you are trying to teach children not to hit when they are angry, but the parent hits her child to discipline her at home, you can: I really work with the kids on finding other ways to show angry feelings. Ask questions to learn, not to pass judgment: What do you do at home? What do you find works? Would you be open to finding ways to discipline her other than hitting? Look for a place to compromise. Ask the parent if he or she has ideas for next steps. What can the two of you agree on? What can you both work on? One strategy that seems to work here is to have her stomp her feet as hard as she can to get her mad out. Are you comfortable with that? I also tell her that if she needs a break, she can curl up on the couch with her teddy bear. Are these strategies you think you might want to try at home? A relationship is a living thing that grows and changes over time. Communication is the key to making any partnership work.

### Chapter 6 : How to Communicate with Parents – ZERO TO THREE

*Early years education must involve parents too This proposal for intervention in early years education will therefore very likely be based on nothing more than prejudice, dressed up as concern.*

For more specific and individualised information about your child or their learning, you should contact your early learning and childcare setting or school. Their brain during this time is very open to everything that they see, hear, smell, taste and touch. Babies react well to your facial expressions and to the sound of your voice. They respond to physical contact like hugs and being close to you. Babies like to listen to singing and stories. These are all important experiences that babies need to help them develop their brain. The Science of Human Connection , the website of Suzanne Zeedyk, Senior Lecturer in Developmental Psychology at Dundee University, provides more useful information for parents on early brain development. The early learning and childcare setting or school that your child attends will be able to provide specific information related to your child. Staff are well trained and approved, with full-disclosure. Staff may work closely in partnership with other health professionals such as health visitors to support parents. This could be for important routines like sleep, toileting, eating or providing information on oral health. Several national documents and approaches exist to support staff in ensuring that your child receives high quality early learning and childcare: GIRFEC will ensure that all services aimed at children and young people work together in a consistent and co-ordinated way to help your child grow, develop and reach their full potential. Staff at ELC and school will work with you to ensure that transitions go smoothly. In the early years, the main transitions that your child is likely to experience are: The ELC and school work closely together to provide a seamless progression to primary school. Please speak to your local ELC or school if you have any particular questions or concerns about your child. If your child is due to move on to school shortly, you may be interested in the following areas on Parentzone Scotland: Attending school - information about starting school and school attendance Choosing a school - some of the options available for educating your child Find a school - find a specific school, schools in your area etc. Additional support needs All children and young people need support to help them learn. Some children require support that is in addition to, or different from, children or young people of the same age to ensure they benefit from education. Planning is particularly important at transition points, for example when starting at ELC or moving to primary school. Related links Information on the Baby Box gift for every baby due on or after 15 August General information from Parenting across Scotland for parents with children in early years education, including dads and parents with learning difficulties. Tell us what you think Do you have comments, questions or feedback on our website? Education Scotland newsletters Stay informed of the latest educational developments with a variety of subjects and specialisms to choose from.

### Chapter 7 : TFIEY 3 . parent engagement in the early years | ENG on Vimeo

*Early Years Parent Declaration /19 This form is for parents claiming the free early years entitlement for their 3 or 4 year old child at a Trafford provider during academic year / You can claim your entitlement at a school nursery, private day nursery, preschool playgroup, childminder or out of school club.*

Developmental Milestones Skills such as naming colors, showing affection, and hopping on one foot are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move like crawling, walking, or jumping. As children grow into early childhood, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. During this stage, children should be able to ride a tricycle, use safety scissors, notice a difference between girls and boys, help to dress and undress themselves, play with other children, recall part of a story, and sing a song. Positive Parenting Tips Following are some of the things you, as a parent, can do to help your preschooler during this time: Continue to read to your child. Nurture her love for books by taking her to the library or bookstore. Let your child help with simple chores. Encourage your child to play with other children. This helps him to learn the value of sharing and friendship. Be clear and consistent when disciplining your child. Explain and show the behavior that you expect from her. Whenever you tell her no, follow up with what he should be doing instead. Help him to use the correct words and phrases. Help your child through the steps to solve problems when she is upset. Give your child a limited number of simple choices for example, deciding what to wear, when to play, and what to eat for snack. Positive Parenting Tip Sheet Preschoolers years of age [PDF 6" K] Child Safety First As your child becomes more independent and spends more time in the outside world, it is important that you and your child are aware of ways to stay safe. Here are a few tips to protect your child: Tell your child why it is important to stay out of traffic. Tell him not to play in the street or run after stray balls. Be cautious when letting your child ride her tricycle. Keep her on the sidewalk and away from the street and always have her wear a helmet. Check outdoor playground equipment. Make sure there are no loose parts or sharp edges. Watch your child at all times, especially when he is playing outside. Be safe in the water. Teach your child to swim, but watch her at all times when she is in or around any body of water this includes kiddie pools. Teach your child how to be safe around strangers. Once your child outgrows the forward-facing car seat with a harness, it will be time for him to travel in a booster seat, but still in the back seat of the vehicle. The National Highway Traffic Safety Administration has information on how to keep your child safe while riding in a vehicle. Healthy Bodies Eat meals with your child whenever possible. Let your child see you enjoying fruits, vegetables, and whole grains at meals and snacks. Your child should eat and drink only a limited amount of food and beverages that contain added sugars, solid fats, or salt. Limit screen time for your child to no more than 1 to 2 hours per day of quality programming, at home, school, or child care. Provide your child with age-appropriate play equipment, like balls and plastic bats, but let your preschooler choose what to play. This makes moving and being active fun for your preschooler.

### Chapter 8 : TFIEY 3 . parent engagement in early years | FR NL on Vimeo

*1. The early years, especially the first three years of life, are very important for building the baby's brain. Everything she or he sees, touches, tastes, smells or hears helps to shape the brain for thinking, feeling, moving and learning.*

### Chapter 9 : Social & Emotional Growth | Child Development | PBS Parents

*ZERO TO THREE works to ensure that babies and toddlers benefit from the early connections that are critical to their well-being and development.*