



Notes

# 10

## CARE OF CHILDREN IN EARLY YEARS

It is well established that children grow from the time of conception. It is also believed that their learning starts even before they are born. Current research has repeatedly conveyed that an interactive environment, stimulation, warmth and care are essential for children to grow and learn. Earliest care and experiences affect children's development and the nature of interactions build a strong orientation towards the way children think. In this lesson, you will study the care of children during their early years.



### LEARNING OUTCOMES

After studying this lesson, you will be able to:

- explain the principles of caregiving;
- discuss the importance of health, hygiene and feeding practices in the first three years;
- explain the significance of sensory stimulation as the base for curiosity, motivation and learning;
- identify the different kinds of caregiving systems;
- describe the need for continuity and consistency in caregiving; and
- state the significance of parent-teacher collaboration for childcare.

### 10.1 PRINCIPLES OF CAREGIVING OF CHILDREN UNDER THREE YEARS

The first three years are often called the foundation years as incredible growth takes place in all domains of development. The most important early experiences



## Notes

are provided by parenting and the nurturing home environment. Children are able to form relationships by consistent and continuous presence of caregivers who talk, feed, play and tend to give love and care. It is imperative to ensure quality childcare as it has direct impact on how children will learn and build healthy relationships. Let us understand the key principles of caregiving.

### Principle 1: Supportive and Responsive Environment

A supportive environment and responsive care provides a secure base and routine for children who are completely dependent on caregivers for all sensory interactions. Regular response for feeding, bodily needs and tactile comfort are primary needs of children. Besides physical care, any secure relationship will help them regulate their emotions and behaviour.

### Principle 2: Responsive Relationships and Strong Life Skills

Caregivers promote healthy brain development and protect children from anxiety and uncertainty by giving them warmth and through interactions. Caregiving practices must include eye contact with children and pleasant gestures or a hug every time they babble, cry etc. This helps form new neural connections in the brain leading to acquisition of better cognitive abilities and socio-emotional skills. Children must slowly develop independence in performing various tasks and activities. In this process, caregivers must establish routines, organise activities that foster creative play and model social behaviour so that children can exercise their developing skills. This helps children cope with stress, build curiosity and develop a will for constructive work as well as a desire for building social relationships.

### Principle 3: Reduce Sources of Stress

Reducing stress implies responding to children on demand, reaching out with multi- sensorial interactions such as audio, visual, sense of touch, suckling experiences and kinaesthetic experiences. Leaving children alone or ignoring them can create disturbance and obstruct their growth and development. It is important for caregivers to protect children from external loud noise, disturbing visuals and harsh fast movements thus, keeping them away from any form of stress.



### INTEXT QUESTIONS 10.1

State whether the following statements are true or false:

1. Children are not affected by their external environment.
2. Children gain from things to see, hear and feel from the time of birth.
3. Anxiety and stress can impact later learning among children.
4. Primary relation for children is significant for emotional wellbeing.
5. Physical care of children is a primary need as it may affect other areas of development.

## 10.2 IMPORTANCE OF MEETING PHYSICAL NEEDS

Keeping the principles of childcare in mind, it is important to understand the care practices in relation to domains of development. First and foremost, children need to be fed, be physically and emotionally secure and be given stimulation. In this section, you will study some basic ways to ensure growth, survival and development of children.

### 10.2.1 Nutritious food

Breast milk is best for babies. The benefits of breastfeeding have been known for decades in all the cultures across the world. It is proved as a complete food in itself and babies do not require nutrition supplements until they are six months of age. It protects them from infection and develops their immunity. It also reduces risk of infant morbidity and mortality. In addition, breast milk fulfills babies' need for the sense of touch and feel of comfort with their mothers. After six months, weaning may be started through the transition from mother's milk to semi-solid foods. Weaning foods are semi-solid foods that support the transition from breast milk to regular food. In many cultures, there are ceremonies to announce the weaning. Also, different cultures have prescribed different diets and weaning foods such as dalia, sooji kheer, khichdi, ragi etc.

Care of lactating mothers is essential as babies are dependent on mothers for their nutritional needs. During lactation, they need to eat a healthy diet to provide sufficient milk for the child. The diet should include cereals, pulses, fruits, vegetables, nuts and dry fruits and dairy products. Non-vegetarian mothers should eat meat, fish and eggs. Mothers should take plenty of fluids such as clean drinking water, milk and fruit juices to keep themselves hydrated.

### 10.2.2 Protection, Adequate Sleep and Exercise

Children build their trust with the world with sensory inputs both in care and in interactions. Holding them with care and interacting with them are of great value as this provides them physical and emotional safety. Caregivers must ensure comfortable clothing, adequate sleep and exercise for children. Let us learn about them.

- *Clothing:* Clothes for newborn should be soft and loose. In some families, newborn babies are made to wear a garment made out of an older person's used clothing. These are to ensure that children will be protected from stiff materials as their skin is soft and delicate. They should also be kept clean and not left wet for long.
- *Sleep:* We all know that babies sleep for almost 18 hours. This reduces gradually. Sleep is necessary for babies to grow just as sensory stimulation is essential for the brain to make neural connections. How much babies sleep varies depending on their age. As children grow, the total amount



Notes



## Notes

of sleep gradually decreases, but the length of night time sleep increases.

- *Exercise:* Babies in the first four weeks only move their limbs. This helps them to get an idea of space. Slowly, they begin to roll over, stay on their stomach and be able to attempt creeping, crawling and pulling themselves to a standing position. Games and play with infants are good exercises.

### 10.2.3 Immunization and Promotive Health Care

Immunization is the process that makes a person immune or resistant to an infectious disease, typically by the administration of a vaccine. These vaccines stimulate the body's own immune system to protect the person against subsequent infection or disease. Immunisation prevents children from getting diseases for which there are often no medical treatments. It is given high priority in the care of infants as it can protect them from life-threatening diseases. Soon after birth, an immunisation card is prepared for the newborn to get vaccinated as per schedule. The following table shows the age at which each vaccination has to be administered.

Age	Vaccine
Birth	BCG, OPV, Hepatitis B, HPV
6 Weeks	DPT, OPV, HiB, Pneumococcal, Hepatitis B
10 Weeks	DPT, OPV, Hepatitis B, HiB, Pneumococcal, IPV
14 Weeks	OPV, DPT, HepatitisB, HiB, Pneumococcal, IPV
6 Months	Rotavirus, Influenza, HPV
9 Months	Measles
12 Months	Varicella
15 Months	MMR, Pneumococcal Booster, IPV
18 Months	OPV, DPT, HiB Booster, Hepatitis A
2 Years	Typhoid, Hepatitis A
4 Years	MMR
5 Years	OPV, DPT Booster

Source: National Immunization Schedule for Infants and Children

### 10.2.4 Cleanliness and Hygiene

Cleanliness and hygiene play a crucial role in protecting children from infection. Following a routine of good hygiene practices and keeping the environment

clean gives a boost to the overall health and well-being of children. Some everyday habits such as keeping the eyes clean with a wet cloth and gently wiping children's eyelids and the corner of their eyes, are essential. Similarly, the nose, nails and toes should be wiped clean.



Notes

### 10.3 SENSORY STIMULATION FOR DEVELOPMENT

Infants use their senses to learn about the world around them. Different senses work together so that infants and toddlers can explore the environment, investigate and behave in a typical manner. Research supports the fact that stimulation helps in brain development by creating neural pathways which further support learning in later years. Sensory stimulation encourages the development of motor skills and the ability to solve simple problems using the five senses: sight, sound, smell, taste and touch. Activities provided for seeing, hearing, touching, smelling and tasting should be numerous and repetitive for proper sensory stimulation in early years. Let us study sensory stimulation in detail.

#### 10.3.1 Visual

Vision and hearing are the first sensory experiences that activate the neural pathways in the brain. Research has come up with evidence to indicate that visual growth develops when children observe colours, shapes and different faces. Caregivers can help develop their vision by interaction or some visual games and activities such as keeping the face close to the baby, making facial gestures, eye contact, playing peek-a-boo etc. In addition, objects and toys of different shapes and colours help children observe differences initiating simple processes of observation and analysis.

#### 10.3.2 Auditory

From birth, children find themselves in the world of sounds and noises through which they absorb the basics of language. Caregivers make baby sounds and talk with them in a babyish voice. Such a modulated, soft tone conveys warmth and playfulness. Slowly, the tone is changed to socialize children to be able to converse in the 'regular' manner. Besides this, children acquire language by exposure to everyday interactions, instructions and sounds. Auditory inputs can be given in many ways such as:

- Talking to children for creating strong language base
- Playing music as children thrive with rhythm and beat
- Giving exposure to natural sounds such as those of birds and animals to widen their sense of sounds and help them connect to the natural habitat



## Notes

### 10.3.3 Touch

When babies are picked up gently and rocked, they get a sense of being wanted and develop a sense of trust. Rough handling of children conveys 'unacceptance' and can cause stress. Holding children in your lap, close to your face and talking softly stimulates sensory inputs and creates a trusting and engaging social milieu. It must be easy for you to guess why children like stuffed toys. The soft cuddly feel of quilted cloth also provides warmth and comfort.

Children identify objects by touch during tactile sensory play, which helps them develop their fine and gross motor skills such as squeezing, pulling, pushing and throwing. Activities for touch will become different as children grow. Children in all contexts are often surrounded by things they can touch. They should be introduced to new textures through food, toys, clothes, sponges, etc. Care should be taken that children are kept away from smoke, harsh chemicals and polluting agents which can enter their bodies through physical contact.

### 10.3.4 Kinesthetic

Kinesthetic means, sense of movement, i.e. exploring physical space through movement. It is the sense of engaging and learning by movement. Body movement helps children explore the physical space around them. When a caregiver lifts up a child and moves the child in different ways, the awe and wonder within the safety is joyous to babies. As children grow, we see some of them like doing activities by sitting at one place while some want to be outdoors. Similarly, some children grow up to learn better by using their bodies in different ways such as some like clapping, snapping their fingers, clay modeling etc. Movement opportunities go a long way in children's desire for exploring and discovering. Some activities for movement in childcare can be:

- Encourage baby to crawl over, under and through various objects in the home
- Lift baby up and down and play in different positions to help develop her/his sense of movement and balance
- Hold baby and rock, sway to a rhythm
- Clap and snap as you talk to baby



### INTEXT QUESTIONS 10.2

A. Fill in the blanks.

1. Till six months of age, babies get enough nutrition from \_\_\_\_\_.
2. Warm interactions provide babies with a sense of \_\_\_\_\_.



3. Babies need sleep to grow as they are in the stage of \_\_\_\_\_  
\_\_\_\_\_.
4. Weaning foods are \_\_\_\_\_preparations given to  
babies when they transition from mother's \_\_\_\_\_.

B. Match the following.

- |                      |                            |
|----------------------|----------------------------|
| i) Tetanus           | a) Hygiene                 |
| ii) Touch            | b) Visual growth           |
| iii) Facial gestures | c) Language and movement   |
| iv) Cleaning eyes    | d) Comforting and soothing |
| v) Infant games      | e) Immunization            |



### ACTIVITY 10.1

Cut and paste two pictures of childcare centres taken from newspapers, internet, magazine or neighbourhood. Comment on the activities and materials shown in the pictures with reference to care of children during early years.

## 10.4 EARLY YEARS AS FOUNDATIONS FOR LATER LEARNING: QUALITY PATHWAYS OF CARE

Children deserve quality care and education from the start! The quality of childcare has a direct impact on children's ability to learn, to build healthy relationships, and to become the best they can be. It has been stated earlier that early childhood is a period of rapid development. It is the foundation for lifelong learning. Indeed, if children get a lazy start, we lose human potential and it will weaken future returns in adult life. A high quality ECCE programme provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children.

We are sowing the seeds of strong roots and foundations for later life. Infants and toddlers especially need a childcare setting where they can thrive with caregivers who understand how to promote their healthy growth and development. Young children need a schedule that is responsive to their needs, including appropriate stimulation and time to rest. Conditions that generally foster a safe, nurturing and stimulating environment for children are:

- Low child/caregiver ratio
- Small group size
- Motivated and sensitive caregivers
- Positive caregiver/child interactions
- Age and developmentally appropriate activities and stimulating materials such as blocks, toys, colours, beads etc.





## Notes

- Good health, hygiene and safety practices
- Trained staff with regular professional development opportunities

The significance of care for young children is spelt out in the section below.

#### 10.4.1 Interest, Curiosity and Motivation

The early years are a time when what you do can be seen in the children you raise. Often, we do not pay attention to interest among children. Interest is a form of energy that leads to curiosity as well as motivates and guides children's engagement in the world. Infants have an enthusiastic awe and wonder as everything is new and the novelty makes them explore. It is this energy that inculcates interest and curiosity. Interest, if sustained, is vital to emotional health in childhood and it remains vital throughout life. Without interest, there is no curiosity, no exploration and no real learning.

Infants show intense interest in their mother's face or caregiver's face, especially the eyes. Soon, they become interested in objects that are colourful, moving, rhythmic, or harmonious (or, more generally, beautiful). Young children are also wide-eyed in their curiosity and interest which is encouraged with activity and interaction. If caregivers display curiosity for objects, phenomena and provide explanations, children will be curious and motivated. Energy and desire to do, watch and explore will go a long way in sustaining children's lifelong interests. Enthusiastic adult responsiveness to children's interests is the surest way to engage, sustain curiosity and motivation.

#### 10.4.2 Forming Relationships

It is important for babies and young children to have rich and supportive relationships with parents and family members in their early years for them to be alert and active. Positive relationships are important because they help children develop independence, self-esteem and wellbeing. Children will feel confident, secure and be able to trust their relationship with adults in turn learning to trust their own decisions. When interacting with caregiver, children learn social skills, such as sharing, cooperating, and respecting other's ownership. They also learn to communicate and develop motor skills. Cognitive stimulation influencing early brain development is strongly dependent on early attachment and positive relationships. These relationships built in the early years go a long way in maintaining interest, curiosity and motivation throughout life. In later years, children's social skills, emotional state, and sense of value affect their academic learning.

#### 10.4.3 Play and Playful Interactions

From birth, children explore their senses and process new information in a manner





that appears playful. Initially, they use their body as they throw their arms and legs to make demands. They begin to make sense of the world around them as they grow through the exploration of new textures, materials and resources. Sensory play encourages discovery and independent thinking, as well as inspiring imagination and creativity. Research shows that sensory play can benefit children's development and learning.

- Brain development emerges from engaging in sensory play that influences learning, memory and ability to complete more complex learning tasks.
- Language development is also rooted in play, helping children learn new ways of talking about the world. New experiences, objects, listening to songs and jingles encourages language development and skill to communicate effectively with others whilst playing.
- Fine and gross motor skills are enhanced as children identify objects by touch during tactile sensory play, which helps them develop their fine and gross motor skills such as squeezing, pulling, pushing and throwing.
- Cognitive growth is supported by sensory play enhancing their thought process, understanding and reasoning. Manipulating new materials allows understanding of new concepts.
- Social interaction is fostered by group activities. A positive sensory play environment encourages children to interact and work with others effectively, which is essential for their development. They begin to share their ideas and build new relationships. Sand or water play or painting together are popular ways of encouraging social interaction as children sit around and mess with materials.
- Active sensory play helps children become more self-aware and body-aware, which helps them develop a better sense of space around them.

### 10.4.5 Rhythms and Caregiving

Routines are important because they give children a sense of security and control over their environment. Routines allow children to be emotionally prepared for changes that are to come. They protect children from unexpected changes as familiar schedules or routines or familiar objects bring in a sense of continuity and permanence and soothe children in times of change. Babies do not understand morning or evening but it is through caregiving practices that they learn about time, sequencing and permanence. Elders in the family often make comments that sound astounding and unbelievable such as, "This baby cries in the evening if the father is late from work" or tell the mother, "Better come by 4 pm. After that, your child gets restless." Such comments are from mere observations and leave you wondering about the capacity of baby, barely four months or six months old, to function in real time. It is the biological clock and rhythms that cause children distress if there is too much change in their routines. Familiar objects and careful following of care routines help children develop stable emotions and



Notes

balance. From the time babies are born, they like a predictable world and everyday rhythms and cycles of caregiving provide the comfort of expectation and gratification. For young children, every day is packed with learning and excitement, and routines provide relief from the chaos.



### INTEXT QUESTION 10.3

**Fill in the blanks.**

1. Cognitive stimulation is dependent on early .....and .....relationships.
2. Routines give children a sense of .....and control over their.....
3. Sensory play encourages ....., .....,.....and.....
4. Interest and .....are important for exploration and learning.
5. Young children need a schedule that is responsive to their needs, including appropriate .....and time to .....

## 10.5 TYPES OF CARE SETTINGS: FAMILIAL AND NON-FAMILIAL

Care of babies and infants largely takes place in the home. However, there can be many factors such as working parents, single parents or children in institutions that prompt a need for some children to grow up out of family care by non-familial adults. It becomes imperative to train these adults for the care of babies especially in the significance of reaching each child. Childcare can be divided into 'centre-based care' and 'home-based care'. Childcare homes generally care for a smaller number of children in the provider's home, while centres serve a larger group in a non-home setting. There is distinction in care by relatives such as aunts, uncles, cousins and non-relatives. The category of non-relative caregiver includes babysitters who are in the home, neighbours, friends etc. providing care in either the child's or the provider's home. The category of organized childcare includes crèches, day care centres, preschools, childcare centres, nursery schools, kindergarten and pre-primary schools. Sometimes, employers also provide day care for childcare at or near works sites to children of their employees.

## 10.6 CAREGIVERS (PARENTS AND TEACHERS) AND CHILDREN

Parents, teachers and children is a dynamic triad, and this threesome have to be in close communication. Parents and teachers need to work as a team keeping the interests of children in focus. Both parents and teachers have the role of creating a nurturing environment ensuring that children are healthy and safe.



They are required to equip children with the skills and resources to succeed as adults, and to transmit basic cultural values. Their role is also to provide opportunities to master key developmental tasks supporting physical, cognitive, social and emotional development. During the early years, children need:

- unconditional love from family
- safe and secure surroundings
- supportive teachers and caretakers
- opportunity to play with other children
- self-confidence and high self-esteem
- appropriate guidance and discipline

All these are possible with the constant collaboration between parents and teachers. These are discussed below.

### 10.6.1 Collaboration Between Parents and Teachers

Care centres may have to take a lead in keeping a consistent contact with parents as they would deal with groups of children. Meetings with parents in the form of a workshop or group are useful as parents learn from each other about childcare practices, behaviour issues and ways of disciplining children. Regular exchanges almost at a daily level have to be maintained between parents and caregivers due to children's rapid rate of development. The milestones need to be tracked as well as enjoyed by both parents and teachers to keep abreast of changes and developmental delays, if any. You have already read in the earlier lessons about the need for early identification of developmental delays.

### 10.6.2 Channels of Parent Teacher Communication

Parents can be in touch with centres by appointment in case of some special issues, or otherwise through children's activities and responses that may be shared at the time of drop off and pick up. Regular conversations in the mornings and evening allow the home and centre to be extensions of each other ensuring that children do not feel unfamiliar. Sharing of children's home routines and certain reactions will allow the teacher to make references and such dialogues add to the emotional security of children. Similarly, when children get to hear things about school from their parents, they feel valued and reassured that school is a part of the family routine and not a space where they are just sent off. Parents and teachers can also connect with each other through means of technology such as email, social networking, text messages and phone calls. You can explore more about communication in Module 4.



## Notes

### 10.6.3 Children and their Perceptions of Caregiving Practices

Children do not have a wide repertoire of expressive vocabulary, yet they convey their discomforts and unpleasant experiences by either being irritable or crying without apparent reason. In fact, both teachers and parents can help relieve stress among children by sensitive responses to children's display of unusual actions. Let us understand by the following example:

"A child was chronologically 18 months but had the appearance and competencies of about eight months only. The child would shudder and shake at the slightest sound or noise and make no attempt to reach for any adult. The caregiver noticed that when she tried to feed the boy milk, he resisted. On coaxing, he responded. By the end of the day, the child snuggled in the caregiver's lap and in the days to follow, got attached to her. He started sitting with more confidence and soon with consistent guidance began to stand with support and within four months, the child was thriving and was quick to catch up with age-appropriate behaviours."

This example illustrates the three principles of care of children under three. This also explains that early intervention and early detection can help children thrive. The child was lagging behind from conception to the time he came to the centre. He was developing stress as there was no communication to address his distress and anxiety. Sensitive staff can do wonders to the wellbeing of children.

In other social contexts also, children can gain by interventions of sensitive and responsive adults in home or school settings. Parents and teachers need to function as a team and not in opposition to each other. Children come home and are eager to talk. That is the time that parents should listen, try and understand the nature of their experiences. If two or three- year old children say, "I did nothing at school," or "I did not get my turn," or "Teacher does not smile. I want teacher to smile at all children," they are actually providing a review of the care centre, the environment as well as the caregiver's disposition. Children are active, alert and make meanings in their own ways. Adults need to acknowledge and appreciate these meanings made by children.



#### WHAT YOU HAVE LEARNT

- Incredible growth takes place in all domains of development during early years. Nurturing home environment is essential for bringing positive developmental outcomes.
- A supportive and responsive environment, responsive relationships and strong life skills and reduce sources of stress are the key principles of caregiving.
- There are some basic ways to ensure growth, survival and development of children.



- Children need to be provided sensory stimulation for supporting their development.
- The quality of childcare impacts children's ability to learn, to build healthy relationships and develop holistically.
- A high quality ECCE programme provides a safe and nurturing environment while promoting the physical, social, emotional, and cognitive development of young children.
- Play and playful interactions are essential during early childhood development.
- Rhythms and cycles of caregiving provide the comfort of expectation and gratification to young children.
- There are familial and non- familial childcare settings.
- Parents, teachers and children have to be in close communication with each other.
- Parents and teachers need to work as a team keeping the interests of children in focus. They are required to create a nurturing environment for children.



### TERMINAL EXERCISE

1. Explain the significance of sensory stimulation.
2. Discuss the principles of caregiving of children under three years.
3. Describe the importance of health, hygiene and feeding practices in the first three years.
4. Discuss briefly the different kinds of caregiving systems.
5. How do parents and teachers contribute to the overall development of children?
6. Why is rhythm important in caregiving?



### ANSWERS TO INTEXT QUESTIONS

#### 10.1

1. False
2. True
3. True
4. True
5. True



## Notes

## 10.2

- A. 1. breast milk 2. trust 3. rapid development 4. semi-solid, milk  
 B. i - e ii- d iii-b iv- a v - c

## 10.3

1. attachment, positive 2. security, environment 3. discovery, independent thinking imagination, creativity 4. constructive, motivation 5. stimulation, rest

## REFERENCES

- Datta, V. (2007). Ensuring quality in child care. In V. Datta & R. M. Konantambigi (Eds.), *Day care for young children in India: Issues and prospects* (pp. 304-317). New Delhi: Concept.
- David, T. G., & Weinstein, C. S. (1987). The built environment and children's development. In T. G. David & C. S. Weinstein (Eds.), *Spaces for children: The built environment and child development* (pp. 3-18). New York: Plenum Press.
- García, Luis, J., Heckman, J. J., Leaf, D. E., & Prados, M. J. (2016). *The life-cycle benefits of an influential early childhood program*. Retrieved from [https://heckmanequation.org/assets/2017/01/F\\_Heckman\\_CBAOnePager\\_120516.pdf](https://heckmanequation.org/assets/2017/01/F_Heckman_CBAOnePager_120516.pdf)
- Gupta, A. (2017). How neoliberal globalization is shaping early childhood education policies in India, China, Singapore, Sri Lanka and the Maldives. *Policy Futures in Education*, 16 (1), 11-28. doi:10.1177/1478210317715796.
- Harkness, S., Super, C. M., Mavridis, C. J., Barry, O., & Zeitlin, M. (2013). Culture and early childhood development: Implications for policy and program. In P. R. Britto, P. L. Engle, & C. M. Super (Eds.), *Handbook of early childhood development research and its impact on global policy* (pp. 142-160). Oxford: Oxford University Press.
- Isaac, R., Annie, L. K., & Prashanth, H. R. (2014). Parenting in India. In H. Selin (Ed.), *Parenting across cultures: Childrearing, motherhood and fatherhood in non-western cultures* (pp. 39- 44). New York: Springer.



- Kapur, M. (2003). Childcare in ancient India. In J. G. Young, P. Ferrari, S. Malhotra, S. Tyano, & E. Caffo (Eds.), *Brain culture and development* (pp. 95-104). New Delhi: Macmillan.
- Konantambigi, R. M. (2007). Developmental needs of young children: Home, day care and state linkages. In V. Datta & R. M. Konantambigi (Eds.), *Day care for young children in India: Issues and prospects* (pp. 31-57). New Delhi: Concept Pub. Co.
- National Scientific Council on the Developing Child. (2007). *The science of early childhood development: Closing the gap between what we know and what we do*. Retrieved from <https://developingchild.harvard.edu/>
- Paul, S. (2017). *Quality standards for early childhood services: Examples from South and South East Asia* (126). Retrieved from [https://bernardvanleer.org/app/uploads/2017/06/ECM17\\_15\\_SEAsia\\_Sandipan.pdf](https://bernardvanleer.org/app/uploads/2017/06/ECM17_15_SEAsia_Sandipan.pdf)
- Razavi, S. (2007). *The political and social economy of care in a development context: Conceptual issues, research in questions and policy options*. Geneva: UNRISD.
- Seymour, S. (2004). Multiple caretaking of infants and young children: An area in critical need of a feminist psychological anthropology. *Ethos*, 32(4), 538-556. doi:10.1525/eth.2004.32.4.538
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington D.C: National Academy Press.
- Shonkoff, J. P., & Richter, L. (2013). The powerful reach of early childhood development: A science based foundation for sound investment. In P. R. Britto, P. L. Engle, & C. M. Super (Eds.), *Handbook of early childhood development research and its impact on global policy* (pp. 24-34). Oxford: Oxford University Press.
- Vandell, D. L., & Wolfe, B. (2000). *Child care quality: Does it matter and does it need to be improved?* (78) Madison: Institute for Research on Poverty.
- Yoshikawa, H., & Kabay, S. (2015). *The evidence base on early childhood care and education in global contexts*. New York: UNESCO.