



Child Development Resource

8-20months

Introduction

Small Steps Big Changes (SSBC) in collaboration with colleagues from Health, Early Years Education, and the Local Authority across Nottingham City, have created this resource to provide key child development information to support practitioners working with families. This resource aims to provide a quick reference aide memoire for practitioners who can then use it as a starting point to:

- develop knowledge of the key developmental milestones from birth to five years
- access additional support signposting
- support with making informed judgements on age related progress

This resource will also provide practitioners with an opportunity to reflect on their own practice; this will help them to support parents and carers by sharing ideas on how they can support their child to access learning opportunities to promote development and well-being, and enhance opportunities for improved outcomes during the child's early years and later life.

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Personal, Social and Emotional Development

Babies and young toddlers, who feel secure in their attachment relationships with their parents/caregivers, feel good about themselves as people, feel emotionally understood and are more open to other people and exploring the world around them.





Personal, Social and Emotional Development

Making Relationships

Key ideas about development

- Babies and young toddlers are building trusting relationships with special people.
- They display attachment behaviours, e.g. wanting to stay close to their parents/caregivers, checking where they are and protesting when separated.
- Babies explore confidently when they feel secure in the presence of a familiar adult but show anxiety in the presence of strangers.
- Babies and young toddlers watch others' body language to begin to understand their intentions and meaning.
- Babies look where the adult is looking and begin to point and try to direct the adult's attention to something.

Diverse paths of development

Babies and young toddlers who have had traumatic separations previously, e.g. being in hospital, may have difficulty settling with different people.

Consider

- How you can keep changes in staff to a minimum in a setting.
- How to ensure that as few unfamiliar people as possible go into areas where babies and young toddlers are.

To support development

- Sit close by and at their level to show the child that you are physically and emotionally available.
- Draw their attention to interesting things, smiling and nodding as baby explores; this will help them to feel confident and encourages them to explore further.



Look, listen and note

- What do family members tell you about how the baby is when meeting different people?
- How do you know the baby or young toddler connects, likes and feels safe with their key person?



Personal, Social and Emotional Development

Being Self-aware

Key ideas about development

- Babies and young toddlers respond to their own name and enjoy finding their own nose, eyes or tummy as part of naming games.
- They start to be interested in their reflection in a mirror, although may not yet realise that the reflection is them.
- Babies and young toddlers show the beginning of a sense of self through an emerging desire to do things independently.
- Babies show they have preferences for different tastes and reject things they don't want by pushing them away, for example.



Diverse paths of development

Babies and young toddlers with visual impairment rely on sensory feedback from sound and touch to understand themselves.



Consider

How you feel when a young toddler asserts their preferences. Are you able to compromise or do you feel the need to exert more guidance and direction?

To support development

- Provide objects and images that the baby or toddler will find familiar, e.g. things that are culturally or racially representative of baby, their family and home.
- Adults use greetings that are familiar.



Look, listen and note

Babies with sensory impairments or other special needs get feedback about themselves through other senses, e.g. babies with sight impairment rely on sensory feedback from sound and touch to understand themselves. What else do you notice?



Personal, Social and Emotional Development

Emotional Understanding

Key ideas about development

- Babies and young toddlers gradually show a wider variety of feelings.
- They use crying, gestures and noises to freely express their needs.
- As the connections in the brain that make us aware of our feelings grow, babies begin to become aware of their emotions.
- Babies and young toddlers use familiar adults to share feelings, such as excitement and also for 'emotional refuelling' when feeling tired or upset.
- Babies will often use a comfort object to soothe themselves, particularly when separated from their caregiver.

Diverse paths of development

Babies and young toddlers who have had severe disruptions in their care or repeatedly harsh responses may take longer to settle and form relationships. They may also have learnt not to express their feelings and be withdrawn.

Consider

Babies and young toddlers sense others' emotions, their brains pick up the adult brain activity so they feel how we feel! When you feel worried, cross or happy they will pick up on this.

- How do you manage your own feelings when you are feeling overwhelmed?
- How do you get support and who from?
- How can you try to reduce your feelings of stress or anger when you are around children?

To support development

- Play interactive games with baby; using facial expressions, movements and different tones of voice to mirror the baby's and then wait for baby to respond with their own expressions, this is known as serve & return and helps build baby's brain.
- Make sure that babies and young toddlers have access to their comfort object whenever they need it.



Look, listen and note

- Notice a baby's emotional responses when they hear loud noises, see strangers or are away from their main caregiver.
- Who do they turn to for comfort when tired or upset?



Communication and Language Development

Babies' and young toddlers' ability to follow and understand body language, facial expression, gesture and voice tone helps them to understand the 'serve and return' of conversational language. They are beginning to understand that words stand for objects, ideas, experiences and feelings.





Listening and Understanding

Key ideas about development

- Babies and young toddlers understand most of the meaning of communications through body language, voice tone and gesture.
- Babies recognise and respond to many familiar sounds, such as a knock on the door, and enjoy the rhythmic patterns in rhymes and stories.
- Babies and young toddlers begin to look for things you name.
- They respond to names of familiar things and will begin to be able to understand simple requests such as, "Give me the book" and simple questions such as "Where's the ball?" as long as they are in the immediate context.



Diverse paths of development

Babies and young toddlers may not hear well when they are ill. Noting any coughs, colds and medical interventions they have, may help identify problems such as glue ear early.



Consider

- How comfortable you feel talking naturally to a baby or young toddler about what is happening around them.
- Do you make sure that you face the baby or toddler when you speak, sing and play with them?

To support development

- Use key words, songs and lullabies in a baby's home language.
- Keep the noise levels low so that babies and young toddlers can hear and distinguish sounds and words, and so they are not over-stimulated.



Look, listen and note

- Watch how babies and young toddlers are learning through listening to the sounds around them.
- Notice their responses to different sounds and words and how they are linking words to objects.



Communication and Language Development

Responding and Expressing Myself

Key ideas about development

- Babies and young toddlers 'talk' in babbles at first, then start to use words, to make social contact.
- They practise with making sounds and as they strengthen the muscles in their neck, face, mouth and tongue, they develop speech sounds like 'baba, dada'. These echo the tone of the speech they hear.
- Babies and young toddlers express themselves through physical action and sounds such as 'brrrm' for toy car.
- At this age, they begin to use single words such as 'bye', 'dog', 'cup' and often use one word or sign to stand for several things such as 'ball' for all round objects or 'food' meaning 'give me some food'.

Diverse paths of development

By the end of the first year, babies learning different languages will make different sounds.

Consider

Babies who are learning more than one language at the same time have more sounds to make sense of, so they usually take a little longer to begin to use spoken language.

To support development

- Use times like nappy changing, bath-time or feeding as a great opportunity for to and fro chats with babies.
- Share books, stories and songs when close adults can cuddle together with babies and young toddlers and listen to their responses.



Look, listen and note

Note the words and noises that babies make that are unique to them, such as 'du-du' for their dummy.



Physical Development

Physical development and being able to move freely are the main goals for babies and young toddlers of this age. Physical development happens quickly but varies widely at this age according to the individual child's genetics, birth experience and social and cultural experiences.

For better health children 1-2 years of age should have:



Physical Activity



At least

180

MINUTES

Sedentary Screen Time



0 mins

AT 1 YEAR OF AGE

No more than **60mins** at 2 years

Good Quality Sleep



11-14

HOURS

12-16 hours sleep (8-12 months of age)



Physical Development

Moving My Body

Key ideas about development

- As muscle strength develops from the head and neck down the trunk of the body, babies become able to push up on to their hands and knees and shuffle, slide or crawl to get to where they want.
- Babies are able to push themselves up to a sitting position.
- Babies and young toddlers pull themselves up into a standing position by holding on to furniture for support; they walk around holding on (cruising).
- They start to walk alone with feet wide apart and arms raised to maintain balance.



Diverse paths of development

- Babies and young toddlers who are allowed to move around freely e.g. on the floor, rather than kept in a pushchair, bouncer or other equipment for long periods, get a sense of freedom, achievement and understanding of what their bodies can do.
- For children with physical disabilities this means finding ways in which they can be as agile and dextrous as they can, such as in water or using a standing frame.



Consider

How you manage with a group of babies and young toddlers with a wide range of ages and physical ability.

- How can you ensure that all the children have freedom to move?
- How do you reassure parents who may worry about accidents happening?

To support development

- Create a safe space clear from clutter to enable babies and toddlers to move about freely and safely.
- Place play things at different levels so babies can access them while lying down, squatting and standing as well as sitting down as they play.



Look, listen and note

Notice how babies are becoming more skilful at changing position as well as moving from place to place.



Physical Development

Handling Objects

Key ideas about development

- Babies use their whole hand to grasp objects (palmar grasp).
- They pass toys from hand to hand and hold objects in both hands, bringing them together in the middle, e.g. holding two blocks and banging them together.
- Babies begin to use their thumb and forefinger (their pincer grip) to pick up small things.
- They manipulate items and use their forefinger to play with objects and to point.



Diverse paths of development

Babies who have limited or no use of their hands will adapt to use other parts of their body, usually their feet, to hold and explore objects.



Consider

How you make sure that all play and household objects that the baby and young toddler can reach are safe enough for them to explore.

To support development

Provide a wide range of materials for babies and toddlers to explore such as: tubes, containers, corks and jar lids, paper to tear, water to splash, leaves and mud to touch and walk through.



Look, listen and note

Notice how babies and young toddlers use their fingers and hands to pick up, explore and play with objects.



Physical Development

Being Healthy and Safe

Key ideas about development

- Babies will usually express discomfort, hunger or thirst and anticipate food routines with interest.
- Babies and young toddlers enjoy joining in. They may:
 - Hold their own spoon or cup with support.
 - Partially feed themselves with finger foods.
 - Find their nappy or put their arm into a sleeve when dressing.



Diverse paths of development

If a baby cannot see their bottle or spoon clearly, use a noise such as tapping the spoon so that they know it is there.



Consider

Think about how you respond to babies making a mess when they feed themselves.

Do you and other adults have the same or different views about this?

To support development

- Provide meals that include a lot of fresh fruit and vegetables and whole foods cut into chunks and sticks which babies and young toddlers can easily grasp with their small fingers.
- Involve toddlers in mealtimes by letting them set the table and use small jugs with lids so they can pour their own drinks for example.



Look, listen and note

During things like nappy changes, meal times, bath time, etc. watch and notice the baby for signs that they want to participate. How do you support that further?



Cognitive Development

Babies and young toddlers are making connections between all their sensory experiences of movement, sound, texture, light and pattern, tastes and smells. They process these sensory-motor experiences to create mental concepts through which they come to understand the world.





Cognitive Development

Thinking and Understanding

Key ideas about development

- Babies and young toddlers use their sensory experiences of smell, taste, sight, sound, touch and movement to create mental images in their minds of the properties and behaviours of people, objects and materials.
- Babies and young toddlers begin to understand that things exist, even when out of sight (object permanence) and look for dropped objects.
- They show early abilities to understand symbols, through the way they use gestures, such as waving when saying 'good-bye'.

Diverse paths of development

Babies and young toddlers who have disjointed and / or very inconsistent interactions and care experiences find it harder to make cognitive connections between cause and effect and may develop a cautious approach to exploring and finding out about the world.

Consider

- How much you change the environment and activities for babies and young toddlers.
- How doing this too often runs the risk of babies and toddlers not strengthening connections in their brain to secure their learning.

To support development

- Engage playfully with babies and young toddlers, laughing and having fun together.
- Allow for a lot of repetition of games, finger rhymes and stories.
- Create indoor and outdoor areas that are calm, with soft cushions and carpets and grass and cosy shaded corners.
- Create stimulating indoor and outdoor areas with new experiences and resources that are made from a range of natural materials with various sensory properties.



Look, listen and note

Notice the new things babies and young toddlers can do, such as remembering where things are or repeating past actions for the same and different effects.



Cognitive Development

Exploring, Playing and Imagining

Key ideas about development

- Babies and young toddlers begin to use toys in more complex ways, such as using a small container for scooping and pouring and playing with a variety of things at once.
- They delight in throwing, banging, or dropping objects over and over again and in filling and emptying things.
- Babies and young toddlers imitate and recreate actions, sounds, gestures and moods after an event is finished, such as a funny face someone pulled, clapping or waving.
- They enjoy action songs and stories, making sounds and moving their bodies to music.



Diverse paths of development

Babies and young toddlers who frequently and regularly feel overwhelmed by anxiety, loneliness or despair and whose physical care needs are neglected may find it difficult to focus on play and to learn.



Consider

The toys available to the baby or young toddler in your care:

- How many of them suggest a 'right' way to be played with?
- Does that influence how you expect the baby and young toddler to play or can they still freely experiment?

To support development

- Provide play objects and materials that can be combined together and used in many different ways, such as different sized containers for filling and emptying and a range of items to put in and out of them.
- Provide just the right amount of help; step back and let the baby or toddler take as long as they need to work out how to do what they are trying to do, but step in to support if they get overwhelmed.



Look, listen and note

Notice what a baby or young toddler remembers and recreates in their actions, movements and sounds.