



# **The Benefits of High Quality Daycare on the Toddler's school and life readiness.**

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## **ABSTRACT**

Although large literature examines the impact of non-paternal care on cognitive development, aesthetic education, and emotional development of pre-school children, few studies deal convincingly with the potential difference in childcare options. This research attempts to provide causal estimates by taking advantage of seasonal change not yet recognized in child care participation. Child assessments were conducted at Tufts Children's School, the Tufts Day Care Center, site visits were conducted several times and at each location, observations were made on kindergarten, pre-school, young children and infants. After that, various methods were used to collect data through direct interviews or e-mails, in addition to studying literature and studies related to the subject of the study. It was found that children attending a high-quality day nursery more than two years had better performance in life and school at a later date, and estimates of the variables indicated positive and negative effects of non-parental care. The harmful effects of participation in official situations are paid. Data were collected from observation of toddlers in day-care centers, talking to parents, and interviews with day care teachers and early childhood teachers. The results have yielded valuable data that can be applied to the day-care center in the future. In this research, we will present key data agreed upon by many participants. When children spend some time in day care, they benefit greatly socially and academically.



## **1. Introduction**

At present, with increasing attention to the early education of children in scientific studies, educational programs and national efforts, given the long-term impact of this education on the various aspects of the child's growth, and the important indicators of the size and depth of interest in early education as demanded by international organizations in many countries The need to provide quality education for children from the age of three, as well as to make the stage of kindergarten compulsory.

Childhood is one of the most important stages in which a child lives. He is very sensitive to surrounding factors. His tendencies and direction are open. He is acquires a variety of knowledge, concepts, values, and methods of thinking and principles of behavior, which makes the first years crucial in his future. Thus, the experiences acquired by the child in his early years affect the formation of his personality, ideas, values and future trends to a degree that is difficult to change. Therefore, the investment of early childhood in learning and the development of the child's intellectual skills should not be at the expense of the right of the child to enjoy his childhood and satisfy his natural need for love, kindness, play and the practice of various artistic activities. It is this stage that sets the first brick for his educational experience, it creates a real sense of love for the school that grows with it and extends through subsequent educational stages (Amy & Karen, 2009).

The second half of the twentieth century saw major changes in the lives of young children as mothers increased employment and children participated in non-traditional care arrangements. Evidence suggests that these care arrangements vary considerably in terms of survey, amount, and type (National Institute of Child Health and Early Childhood Care Research Network for Human Development (NICHD ECCRN, 1996; 2000a).

Childhood is an evolutionary period determined by the need for "interdependence and interdependence". Young children rely on relationships with unusual adults in their lives to help them



understand their experiences, organize their lives, and use them as a safe base while exploring the world (Sroufe, 1996). In general, parents have been the focus of research on this need for "coherence" in childhood, but child care providers are making increasingly important efforts to engage in promoting healthy development leaders. Although childcare attendance for young children continues to increase, a limited classroom study focusing on young children suggests that child care for young children is of medium quality when measured in both structural and practical variables (Helburn et al., 1995; Leavitt, 1994)

The child stage is a unique development period in early childhood. During this phase, children develop autonomy, self-regulation and language abilities through interaction with adult adults in their lives. Increasing numbers of young children are enrolled in childcare. This article focuses on the need to assess quality in the classroom for childcare that serves the needs of children (Susanna et al., 2016).

## **2. Research Problem**

Early childhood is an important stage in human life in general and in the life of the child in particular. Most of the personality traits, their attributes, the elements of growth, and thus the developmental characteristics, are formed at this stage. For this reason, it is important to develop a comprehensive strategy for early childhood development, to form a framework and reference for the efforts to be made in this area, and for institutions, actors and actors involved in different aspects of early childhood. The Early Childhood Development Strategy (ECD) stems from the characteristics, needs and requirements of early age groups, and the characteristics of the society and its culture, which are based on the provisions of the Islamic Shariah. The relevant studies, information and available data have been used for this purpose, taking into account the strategies adopted in Jordan in the fields of women, population and human resource development, in addition to the National Plan of Action for Children and the economic and social development plans (Bowlby, 2007).

Early childhood sites include day care, sundry care, family day care and multi-purpose services for indigenous, pre-school, kindergartens, play groups, nurseries, and sites related to early intervention and similar services. It guides educators in educational decision-making and helps them plan,



implement and evaluate quality of early childhood settings. It also supports the implementation of specific approaches for each community and each site of early childhood

And despite the many studies on the child and early childhood, the researcher did not find a few studies trying to determine the benefits of high-quality day care on the school of the child and his readiness for life.

### **3. Research questions:**

In high quality daycares they don't follow the traditional way of teaching the subject matter, such as science, reading, art, etc. They follow the child's developmental domains, such as Aesthetic, Affective, Cognitive, Language, and Physical. The main question of this study is: **"What the Benefits of High Quality Daycare on the Toddler's school and life readiness?"**

This main question is subdivided into the following sub-questions:

1. Why is aesthetic education essential for children's learning?
2. What does high quality daycare do to enhance aesthetic development?
3. How the daycares support the affective development successfully?
4. Why it is important for the children to develop self-awareness and secure sense of self?
5. How much emphasis the school put in involving variety of topics and subjects to enhance learning and cognitive development?
6. What is the goal of cognitive development?

### **4. Research Objectives**

The main objective of this study is: **"To evaluate the Benefits of High Quality Daycare on the Toddler's school and life readiness"**

This main objective is subdivided into the following sub-objectives:

1. Explain the importance of aesthetic education to children's learning.



2. Demonstrate the role of high-quality day care to promote aesthetic development.
3. Identify the school's focus on engaging a variety of subjects and topics to promote learning and cognitive development
4. Learn how daycares support emotional development successfully
5. Find out why it is important for children to develop self-awareness and self-confidence
6. Explain the goal of cognitive development.

## **5. Research hypothesis**

The main hypothesis in this study is: two years of preschool is crucial for the child's school readiness, this study contains some hypotheses resulting from the basic hypothesis as follows:

H1: The association of children towards professional caregivers will have a direct impact on flexibility, bending, confusion and decline;

H2: The association of young children with day care providers will have a direct impact on learning and cognitive development

H3: Emotional regulation will serve as an important intermediary in the relationship between young children's attachment to day care providers.

## **6. Research Significance**

The importance of this study comes from the importance of day care for families in my community which is believed to be of no use to infants and young children, offering a different perspective from people with experience that is a global issue and an important area of research. Day care studies are a controversial issue. Therefore, it is expected that the conduct of this research on this subject will have high positive implications and importance can be summarized as follows:

1. The importance of the topic is that it gives some attention to the child's society. The importance is in preparing the child for the school life, as well as adapting the skills of adaptation and social harmony. This expands the scope of his interaction, directs his money,



2. This study will be a fruitful source of information on the perceptions of day care workers about children in need of care, which will help promote children's learning and development as long as children's education is an important area of day care. Over time, more attention will be given to day care and dedication to families.
3. Care institutions and nurseries can benefit from using the recommendations of workers, children and their parents in day care. It may be useful to consider their recommendations for developing their role through many families who have good children; because they know that their children will acquire many social skills And the Academy as soon as they are in formal educational settings, since the centers are obliged to follow state regulations.
4. This study is a good reference for future studies as long as it will provide researchers and researchers interested in the field of day care with literature, recommendations and suggestions of valuable value for their proposed studies in the light of contemporary.

## **7. Background Literature Review**

Early childhood is one of the most important stages in which a child receives a lot of social ethics. This makes the first five years crucial in their life, and their long-term effects remain in their shape. They are highly vulnerable to the surrounding factors. The child acquires the necessary social, physical and psychological skills. , To manage his affairs and his simple social relations with those around him. "Early childhood has received considerable attention from modern societies as the child of today is the man of tomorrow." Thus, attention to childhood is one of the most important criteria that measure the progress of societies because the child's upbringing and its preparation to meet the urban challenges posed by the inevitability of evolution "The people and their systems, especially the advanced ones, have realized the importance and value of this stage and its characteristics in building the cultural and economic structure of the future of their societies. The first is the great care at the level of legislations and applied practices, which expresses the universal sense of the importance of childhood Football and the need for education (Ketfi & Aishor, (2015).



### **7.1 Daycare**

Kinderkrippe day care centers provide services for children after 3 months and until school time. Some day care centers also offer their services to school students (before and after school start and during lunch) and because of the great demand for this service. The costs of this service vary from one municipality to another and are borne by the parents of the child, and the municipal administration partially assists in the care bill.

### **7.2 Nursery**

Many children attend nursery school before entering school. The Spielgruppe Children's Club is reserved for children after 3 years of age and without accompanying parents. Going to nursery is optional. The incubation role is managed by a specialized staff prepared for this purpose. The nanny cares to teach them through play. Nursery is an important opportunity to invest, for language training and preparation for school entry (NICHD 2000).

### **7.3 The long-range benefits of high-quality programs**

In the past two decades, many studies have identified the benefits of quality care for young children. A large national study by the National Institute for Child Health and Human Development (NICHD 1997) considered home and central care. Researchers at the center observed more than 600 non-maternal care facilities of all kinds: grandparents, home care, childcare homes, and centers. The NICHD study documented that safe, clean and stimulating environments with small groups and low rates for adults among children were associated with sensitive, responsive, and cognitively sensitive care. The research team reported that this high quality of care, which included more stimulation and positive language interaction between the child and the teacher, was positively associated with childhood such as: linguistic capacity at the age of 15, twenty-four and thirty-six months of age; cognitive development at the age of two; and Final School Preparation (NICHD 2000).

A large-scale study, Cost and Quality Study and Results (1995), examined nearly 400 child care centers in four states, including California. The researchers found that children attending high quality childcare centers had higher knowledge (eg math and language abilities) and social skills (eg, better peer relationships and less behavioral problems) in early primary school (Peisner-Feinberg et al., 1999a). Although dedicated teachers are trying to do what is good for children, unfortunately, researchers have also found that many families with children under the age of 36 months cannot get



good or excellent care. Less than 10 per cent of the centers originally studied in the study of cost, quality and output, including California programs, were judged to be of high quality. Instead of taking advantage of early care, young children are often negatively affected by groups that are very large, at undesirable rates from adults to children, by poorly trained teachers, by low-paying teacher programs and by high teacher turnout.

Benefits of high-quality infant and child care Demonstration project evaluations Demonstrate infant and young child care and the Early Childhood Early Start Program For high-quality infant and infant programs among low-income children, they have contributed to:

- Developing children's cognitive, linguistic and emotional development.
- Achieve higher reading and math in primary and secondary school for children.
- Reduce classroom retention and special education for children
- Increase the graduation rates and attend the college for children
- Improve attention and approach to learning for children
- Less behavioral problems for children.

James J. Heckman, Nobel laureate in economics, analyzed the impact of early experience on a person's success later, and concluded that society should invest in young people. He says (2000, 3): Learning begins in childhood, before formal education begins long, and lasts a lifetime. This is the time when human capacities and motivations are formed by families and non-institutional environments. Early learning generates later learning and early success generates success later, just as early failure generates failure later. Success or failure at this stage sets the foundation for success or failure in school, which in turn leads to success or failure in the post-learning phase. "When one studies the long-term economic benefits of a confident and confident society, any other period of life is no more important. This publication is guided by policies and practices that generate early learning and development, and guide the path to success later, guided by research, practice and expert advice. Investment in infants, young children and families means investing in support of continuing professional preparation and development and appropriate compensation for infant care teachers (Faye & Mary, 2006)





#### **7.4 The Impact of Infant and Toddler Childcare Programs**

Executive Summary of OLO Report 2018-3 14 November 2017 Summary: The Council commissioned OLO to develop this report describing the impact of infant and young child programs as a follow-up to the pre-kindergarten report last year. This report compiles research that describes the impact of infant care and high quality child care. Three main findings emerge from the OLO review (Tompkins, 2017):

1. Care for infants and young children of high quality can help narrow the school's educational gap through income.
2. Long-term benefits of high-quality infant and young child programs exceed their initial costs.
3. The return on investment for infant care programs and high quality child care is equal to other early childhood education programs, including pre-education.

#### **7.5 Child Care Quality and Child Developmental Outcomes**

The development of quality child care standards has paved the way for examining the effects of quality on the child's developmental outcomes in three logical propositions (NICHD ECCRN, 2000a). The first suggestion is that quality, measured by the characteristics of the structure / care and the quality of the process, is linked to child labor in the preparation of childcare. The second proposal is that the quality of child care is linked (affecting) the performance of children in other synchronized groups such as home or laboratory. The third idea is that childcare is linked (affecting) the long-term outcomes of the evolving children. In the following text, research on all advertising is presented, quality of childcare and child care in child care. A recent report by the National Academy of Sciences (Committee on Family and Work Policies, 2003) reported six studies that found the relationship between the quality of the process and the behavior of children in the childcare group, and six studies that found relationships between the structural / child care concepts and behavior in the development of childcare.

To reach these results, children seemed happier and faster in dealing with caregivers in places of care where washing rates and adult and child ratios were lower. Children began to be more positive and engaged positively with peers when caregivers were more sensitive and positive when the proportions of children and adults were lower. Children has been identified as more knowledgeable



during free play in childcare venues that offer more opportunities for arts and mass, playing dramatic, and settings where caregivers receive university degrees and more early childhood training. As well as recent research has related child care quality to physiological measures (Dettling, Parker, Lane, Sebanc, & Gunnar, 2000). Children attending higher-quality cortisol showrooms attended from morning to afternoon, while children who suffered from lower-quality childcare homes showed increases in morning cortisol to the afternoon. This rise is the opposite of the normal daily cortisol rhythm, but it is similar to the rise during the day recorded in adult executives who were less stressed at work. Research suggests that children attending high quality care are exposed to different environments, they engage in more indifferent patterns and activities than children attending the care of poor children. The next question is whether differences in quality relate to child labor in other contexts. The National Committee of the Academy on Family and Labor Policy (2003) has identified 23 studies as having reached the relationships between the quality of the process and the development of cognitive and socio-social children in other contexts, after controlling family and child factors. In particular, the Committee noted that childcare was higher in the quality of the process, which was higher in language tests and concurrent cognitive knowledge, had fewer behaviors and was more socially efficient. Since the preparation of the report, other investigators (Loeb, Fuller, Kagan, & Carrol, 2004; Love et al., 2003) have also found that high quality care (measured by FDCRS and ECERS) is associated with better performance of cognitive behavior and behavior behaviors (Vandell, 2004).

## **7.6 Literature review**

There are many literatures in developmental psychology and economics that examine the relationship between childcare arrangements and the development of the child. Much of this work focuses on outcomes related to the relationship between mother and child, infections, infectious diseases and behavioral and cognitive problems ability. This section summarizes previous research on cognitive capacity - the most relevant outcome of the current study - focusing on the short-term effects of infant and young child care arrangements. A large number of studies focus on the implications of early non-parental care for the cognitive development of children. In general, the results of this work tend to find beneficial effects from childcare exposure (NICHD ECCRN, 2000), although some neutral indicators (Blau, 1999) or adverse effects (Bernal and Keane, 2011; NICHD



ECCRN, 2004). However, there is a growing consensus that settings based on high-quality centers produce positive results (Hill et al., 2002; NICHD ECCRN and Duncan, 2003; Peisner-Feinberg et al., 2001), especially when child care educators engage in knowledge Stimulate interactions with children (NICHD ECCRN, 2000). The positive effects of early care in the center tend to be larger for economically disadvantaged children (Loeb et al., 2004) and are seen to persist throughout the school years (Belsky et al., 2007). Despite this extensive book, most newspapers do not adequately address the potential characteristics of childcare options.

The most common and famous strategy is to estimate the child production function using an OLS regression, and adapt to a rich set of observable family characteristics. However, OLS estimates for childcare use may still be inconsistent because households using non-parental care may differ from those that are not difficult to capture. For example, families using child care may have stronger employment preferences, less access to work and childcare, or a higher value for raising children at an early age. In addition, children exposed to neonatal care may have characteristics that parents would like to improve (such as high cognitive capacity) or improve (for example, disabilities). In other words, the well-being of the child itself may be determined by parental care decisions. Failure to interpret these systematic differences among families will result in inconsistent estimates of the impact of the use of non-parental care. To my knowledge, there are only a few studies that try to deal with these identity problems. One paper uses value-added specifications (NICHD ECCRN and Duncan, 2003) and three other fixed uses (Blur, 1999; Currie and Hotz, 2004; Gordon et al., 2007) 2011). Identification in value-added models is achieved by adapting to cognitive capacity before or after child use, which is supposed to capture the gifted child's ability as well as the unobservable historical inputs. However, as Todd and Wolpin (2003) show, heterogeneity problems increase when the lagged cognitive related with the contemporary unobservable determinants of power. The main advantage of the individual fixed effects model is that it compares the child's cognitive ability in periods of childcare exposure with that of the child himself in periods of non-exposure. Although this estimate among children represents fixed time-invariant accounts, one concern is that variable inputs over time may lead to inconsistent estimates (Herbst, 2013).

### **1) Study on the Child care in the nursery: Early childhood development strategy in Jordan.**



The existence of nursery has grown with the exit of women to work. Thus, nurseries were considered to be a kind of temporary alternative family that cared for the social care and upbringing of the children enrolled.

Nursery with their institutional structures in Jordan in the seventies emerged under the responsibilities of the Ministry of Social Affairs (Social Development), which was responsible for licensing, supervising and following up on these matters. The number of kindergartens in the year 2000 exceeded seven hundred, divided between the public sector (53%), the voluntary social sector (38%) and the private profit sector (9%). the purpose.

Despite the significant growth in the number of kindergartens, only 1.57% of the age group is involved, which is apparently small. On the other hand, the geographic distribution of kindergartens shows that 59% of them are located in the central region, 28% in the north and 13% in the southern region. The highest percentage of children in the governorate was in the capital Governorate (49%). The average number of children in one nursery was (16.6) at the Kingdom level, In the governorate of Al Mafraq, the average level of education for preschool teachers varies widely, with the proportion of female teachers holding a university or university degree (44.7%) who hold a secondary school certificate (32.3% (23%). The overall ratio between the number of children and the number of nannies in kindergartens at the level of kingdom has reached five children per nanny (National Early Childhood Development Team, 2009)

The Early Childhood Development Strategy in the area of "Child Care in Kindergartens" aims to:

1. Quantitative expansion of nursery services, in response to the needs of mothers, especially female workers, from day-care services.
2. To develop and improve the quality of pastoral services in kindergartens, taking into account the strengthening of the role of the family in such services.
- 3 - To achieve equal opportunities between the groups of society and its parts and geographical areas in the use of services and facilities of nurseries.



## **2) Study of the Ministry of Social Affairs in Dubai: The feasibility of having nurseries at the workplace**

A study conducted by the Ministry of Social Affairs in Dubai confirmed the feasibility of having nurseries at the workplace. The results showed that the mother's benefit reached 93%, 91.2% for children and 84% for government institutions.

The study was conducted in order to determine the social and economic feasibility of working mothers in the UAE, the extent to which government institutions benefited from them, the extent to which the working mother benefited from nurseries in government institutions, the child's benefit, and the role of the media in promoting nurseries.

The results of the study revealed that nurseries at the workplace protect the child from domestic accidents. The nursery provides integrated care from the social and psychological side, and contributes to the provision of health care to detect early cases. She also pointed out that nurseries also monitor the child's development and physical development, as a result of eating healthy meals. Most of the mothers agree with this because nurseries are a resident nurse and visiting pediatrician. They work to develop the child's level from all aspects of fantasy, social, educational and psychological.

The study found that the benefit of the working mother was that it leads to family stability by 94.9%, mental stability of the mother by 98.4%, reduced dependency on maids by 96%, child satisfaction by 97.9%, improved job performance by 91% 90.4 per cent, time allocation for employment at 92.8 per cent, encouraging mothers to join the labor market by 94.1 per cent and encouraging childbearing by 67.3 per cent.

A recent US study showed that children consume healthy food at a higher rate of 685 calories per day than vegetables and fruit compared to what they consume at home. She said that children receive two-thirds of their daily food needs during their day in nursery, while half the total calories consumed in the home away from nursery.



Researcher Christine Quill and her research team completed research on more than 340 pre-school children who used to go to nursery school. They found that children ate more healthy food items, including plenty of vegetables and fruit, than the foods they ate at home.

She explained that government institutions benefited from nurseries in reducing the number of leaves requested by the working mother, by 94.4% and resigning by 88.9%. This led to the attendance of working mothers at 100% workdays and increased opportunities for advancement of working mothers by 72.20%, Giving them the opportunity to receive rewards by 55.6 per cent, enabling them to obtain training courses at 83.3 per cent, increasing labor productivity and job performance by 88.9 per cent and reducing their career and turnover by 88.9 per cent. A recent study also found that the time spent in care homes or nurseries has little impact on the acquisition of aggressive behavior. "From the public's point of view, our findings are important because they help to ease parents' fears about the potential harm to introducing children into early childhood," said Eric Daring, a psychologist at Lynch College of Education, Boston College in the United States. .

The supervisors conducted interviews with parents of approximately 1,000 Norwegian children about the time spent in day care centers from 6 months to 1, 2, 3 and 4 years of age. Each year, the teacher from the day-care center assessed the child's aggressive behavior such as beating, pushing, and biting.

"One of the surprising results was that children spent more time in care homes the less aggressively they had," Dering said. The study showed that children who entered day care homes at a younger age had slightly higher levels of hostility than their peers who later entered. These differences in physical abuse have also diminished over time, regardless of how long the child spent in the nursery.

For his part, he reviewed the site "Family" in Germany for some of the advice on raising children in relation to their behavior in the nursery, where many children prefer to take the dolls to the nursery, which is seen by experts of psychology is obvious, these games help children to overcome the fear of The unfamiliar atmosphere for them in the nursery. Experts advise that children be allowed to take dolls and leave them in the nursery, which helps them to get used to the new environment. He also pointed out that some children refuse to go to nursery, which is self-evident at the beginning so that children get used to the separation of their parents, but it is unusual is the strike of children to go to



nursery after they return to the new environment. Psychologists explain that the child's admiration for the new environment at first forgets the pain of parting his family, and once he gets used to custody until he feels separation of the parents, and here experts advise more tenderness when you bid farewell (Al-Arab, 2005)

Haidi, who worked in ECE programs for 20 years, said, "We are blessed with our playground. We developed a "Natural Playground" as an extension of the children's learning environment. The playground provides a space for children to engage in pretend play in creative ways, and develop their interests in nature and science through hands-on discovery and engagement with outdoor, natural settings."

Enrolling a toddler in a center that provides a clean, organized, planned, prepared and engaging classroom environment enhances the child. This natural playground provides high-quality natural and artistic materials to help the children express themselves in a variety of ways and appreciate the natural beauty around them. Aesthetic education allows children to perceive and to organize the world around them, as well as their own thoughts and ideas. Providing children with a beautiful, well-organized and inviting space helps children to later organize their own work, enter into inquiries, and aim for higher quality work.

### **3) Beyond Child Care Centers: Infant and Toddler Child Care study**

Connecticut is a recognized leader in early childhood care and education for preschoolers (3 and 4 years). Significant resources are also invested in maternal and newborn health care. However, a significant gap has emerged in public investment - for children in the "forgotten" early years of birth to the age of three. The Early Care and Education System in Connecticut are not equipped to meet the needs of childcare for all infants and young children through childcare centers. More importantly, many families also voluntarily choose alternative ways to meet their diverse and complex needs for infant and young child care, such as using childcare options at home and staying at home to care for their children (Heckman, 2000).

Unfortunately, children's early learning environments are significantly different across socio-economic groups. These differences often contribute to large gaps in educational outcomes and future





life. In pre-school, children belonging to lower socio-economic groups tend to have fewer skills than children belonging to higher socio-economic groups (Page, 2011). These early differences can persist and lead to lower levels of academic achievement and increased pressure on the welfare system. So "getting ready with five people and a fine of nine" necessarily requires that Connecticut invest equally in caring for its children and pre-school children, if not more. Research has shown that the return on the dollar from public investment is higher in human capital when this dollar is spent on youth than when it is spent on the old. However, in Connecticut we do the exact opposite. Public investments in children gradually increase with age from birth to high school. Quoting early brain development research, the Connecticut Legislature passed school readiness legislation in 1997 to promote school readiness for children from birth to kindergarten. Ironically, only a small proportion of the funding for the program of educational readiness for children under three years of age can be used; none of the childcare areas funded by the school readiness program for children under the age of three (pre-school qualifying) can be used. More recently, in 2006, the Council of Ministers of Early Childhood Education also noted the importance of early investments in the care of good quality children in brain development.<sup>8</sup> However, although infant and young child care was identified as a priority, despite a report recommending investment in other areas of early care and education (Ludwig & Sawhill, 2007).

According to the National Institute of Child Health and Development study on early childhood care, most mothers resume work, by choice or otherwise, during the first three or five months of their newborns. Moreover, social welfare reform requires, and still requires, mothers of young children to work. According to the United States 2000 census, 59 per cent of all mothers with children less than one year of age were actively seeking or seeking employment in 1998, almost double the rate from 31 per cent in 1976. In line with national trends, in 2001, 59 per cent of women in Connecticut with children under the age of three were in the labor force. These trends do not reflect parental and / or community preference. Public opinion is not consistent with these trends in increasing the rates of working mothers. According to margins of not less than 3: 1, American public opinion prefers that a parent stay at home to care for very young children (unless the mother's income is maintained by the family). More importantly, the "gut feeling" of the public about working parents appears to have been somewhat verified by research into the effects of maternal workforce participation on children's





outcomes. Although the findings are generally complex, research has found that employing mothers before the ninth month of their child's life can be associated with poor cognitive and verbal development of these children at the age of three. This effect is most pronounced when mothers work thirty hours or more per week, and are more visible to some populations, such as white and non-Hispanic children, to boys and to children with married parents. Because a mother living at home in the first year of the child has developmental benefits for the child and many parents prefer, many other countries have enacted laws to support this option. Here in the United States, no national legislation has been passed for paid family leave. California was the first state to enjoy a paid family leave that allowed workers to collect partial wages while taking care of a baby or family member suffering from serious illness, but covering only six weeks. This year, Washington may become the second state in the country that has paid family leave for all new working parents. The legislature approved a new family leave program to provide up to 5 weeks of leave with a salary of \$ 250 per week for working parents who receive leave to care for a new or newly adopted child. Key policy elements include coverage for all employees who have worked at least 680 hours the previous year, job protection for employees in companies with more than 25 employees, and the starting date of 1 October 2009 for benefits. Funding for the program is temporarily funded from the Supplementary Pension Fund, with the Working Group recommending permanent funding options by the end of this year. Family leave provisions cover all state employees, more than three million workers in all. Self-employed individuals can choose to participate in this program. The Minnesota Legislature has established the Infant Home Care Program, which allows families with a child less than one age to receive or receive a childcare benefit to receive a subsidy of up to one year to stay at home and take care of a baby. Missouri also pays parents who care about their babies and young children at home, using part of the river gambling revenue. In Connecticut, low-income mothers in Temporary Family Assistance (TFA) are exempted from a TFA requirement under the TANF. A recent study by the Congressional Program Review and Investigation Committee recommended that Connecticut change this policy to six months instead of one year. However, because the mother does not work, she is not eligible for childcare allowance unless she chooses to return to work or training (Oliveira, 2007).



According to research results, parents working on relatives or day-care programs rely on good care for their children, where daycare children acquire positive communication skills in a high-quality environment.

According to some experienced mothers and teachers, children in centers are developing cognitively. They are aware of themselves because good childcare programs provide services that include, but are not limited to, positive communication, games and educational activities, music time, and plenty of free play time. Children can at any time seek support from caregivers and express their feelings and thoughts. In addition, young children interact with other children, learn by play, engage in creative activities, follow a basic curriculum, learn how to mix with others, become part of a group, and become more independent, which is absolutely essential to child development. The growth of time and time spent in day care develop these skills naturally.

## **8. Methods**

The researcher used the descriptive approach in this study, relying mainly on previous studies and used direct interviews or e-mails with day care teachers and early childhood teachers.

The researcher arranged interviews with various groups of day care teachers and early childhood teachers and shared her findings with Tufts Children School.

## **9. Result and Discussions**

The results of the previous studies revealed that nurseries at the workplace protect the child from domestic accidents. The nursery also provides integrated care from the social and psychological side, and contributes to the provision of health care to detect early cases. She also pointed out that nurseries also monitor the child's development and physical development, as a result of eating healthy meals. Most of the mothers agree with this because nurseries are a resident nurse and visiting pediatrician. They work to develop the child's level from all aspects of fantasy, social, educational and psychological.



Studies have shown that government institutions have benefited from nurseries in reducing the leave required by working mothers. Some studies have also confirmed that children spend more time in care homes whenever the impact of aggression is less. Studies have shown that children who entered day-care centers at a younger age had slightly higher levels of hostility than their peers who later entered

During the research observations in daycares, high quality daycares apply the state's federal regulations and beyond. They do not follow the traditional way of teaching the subject matter, such as science, reading, art, etc. They follow the child's developmental domains, such as Aesthetic, Affective, Cognitive, Language, and Physical. The way they see the whole child as a developing being makes sense across the ages of childhood. It allows teachers to focus on issues of growth and development that are essential to later success in life and school.

## **10. Conclusion:**

Through what the researcher in this research, High quality daycares could benefit the child's healthy development now and later. A daycare that treats the child as an individual and follows his/her developmental domains with a high level of child-teacher communication and trust relationship could help the child's process of early learning and development of important social skills.

A kindergarten teacher said that children who have been in high-quality programs often have higher levels of vocabulary and language skills. They also often have developed school-readiness skills, as they have had prior school experience. Children who have spent time in group settings come to kindergarten with prior knowledge of how to be in a group, follow classroom routines, and express themselves and their needs, and have comprehension of concepts and rules.

There are definitely many daycares that care about nothing but the tuitions they get from the families, but these are not within the scope of the researcher's study at all. Poor quality daycares are out there marketing their business as high quality care, which give a possible extension to my research that aims to help parents choose the right daycare that fits their needs and their child's



needs. Parents should carefully select the center based on an understanding of what services they need, what values they hold, and what type of setting and school philosophy is a good match for their family.

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