

NATURE-BASED ECE AND CHILDREN'S PHYSICAL, SOCIAL, EMOTIONAL AND COGNITIVE DEVELOPMENT

A systematic literature review

About the eligible studies



59 eligible studies



10,067 children aged 2-7 years attending ECE

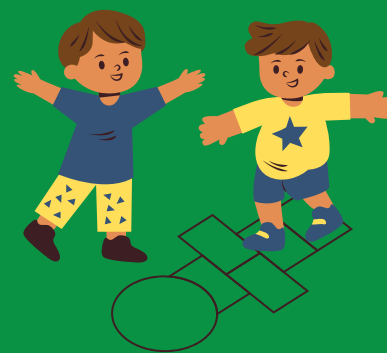


Most studies were conducted in USA (n=13), Australia (n=9) and Norway (n=8)

Key Findings



Nature-based ECE was linked to improved **sedentary time, balance, social skills, social and emotional development, play interaction, self-regulation, nature relatedness** and **awareness of nature**



Qualitative studies also noted that nature-based ECE afforded more opportunities for children to engage in physical activity, diversify play, socialise and be creative.



Nature-based ECE was linked to more **behavioural problems**



It was unclear whether nature-based ECE was linked to higher intensity physical activity, object control skills, speed and agility, illness, attachment, initiative, play disruption or disconnection, attention and environmentally responsible behaviour



About the evidence and conclusions

Findings are based on very low quality evidence and therefore should be interpreted with caution. The evidence generally favours nature-based ECE, but more robust evidence is required to fully understand the impact on children's physical, social, emotional and cognitive development