

1. Development and everyday life of children aged 0–2 years

Rhythm of everyday life

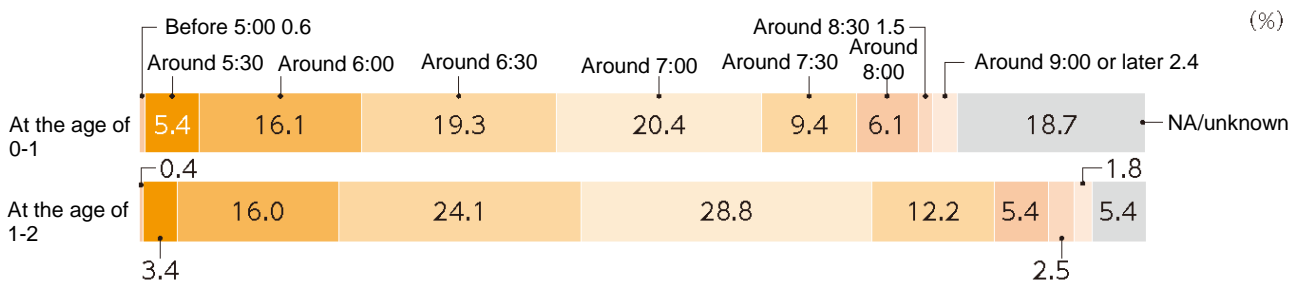
At the age of 1-2, children whose wakeup time is between “around 6:30” and “around 7:00” made up about half of the total.

Those whose nap time is “about 2 hours” made up about 40%. Those whose bedtime is between “around 21:00” and “around 21:30” made up about half of the total children.

Questions on wakeup time/nap hours/bedtime at the age of 0-1 had a higher percentage of “NA/unknown” (about 20%) compared to other items (Figures 1-1-1, -2 and -3). This can be considered that respondents couldn’t choose a specific time of day because the rhythm of everyday life of the children had yet to be regulated. At the age of 1-2, the responses of “around 6:30” and “around 7:00” for wakeup time together accounted for as much as 52.9%; nap time for “about 2 hours” accounted for 41.7%; and “around 21:00” and “around 21:30” for bedtime together accounted for 49.5%. We can see that these responses have become the center of distribution. We can point out that in the background of this change, the rhythm of everyday life becomes regulated as the children grow older, and more children adjust their daily life cycle to the routine of ECEC facilities as they start attending them.

Q What time does your child get up on weekdays?

Figure 1-1-1 Wakeup time

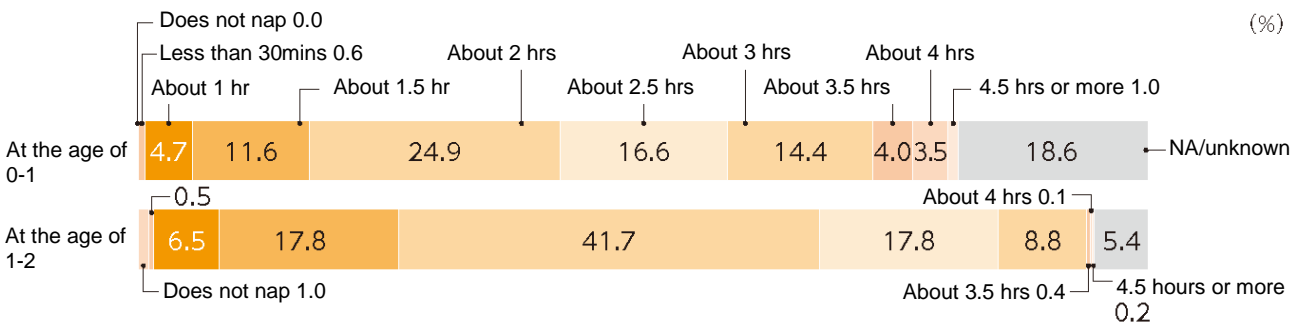


‡ Answers of mothers

‡ We grouped the responses of “around 9:00,” “around 9:30,” and “10:00 or later” together as “around 9:00 or later.”

Q How long does your child nap on weekdays? (Please add up all sleeping hours except night-time sleeping hours.) If the child attends ECEC facilities, nap time in the facilities need to be included.

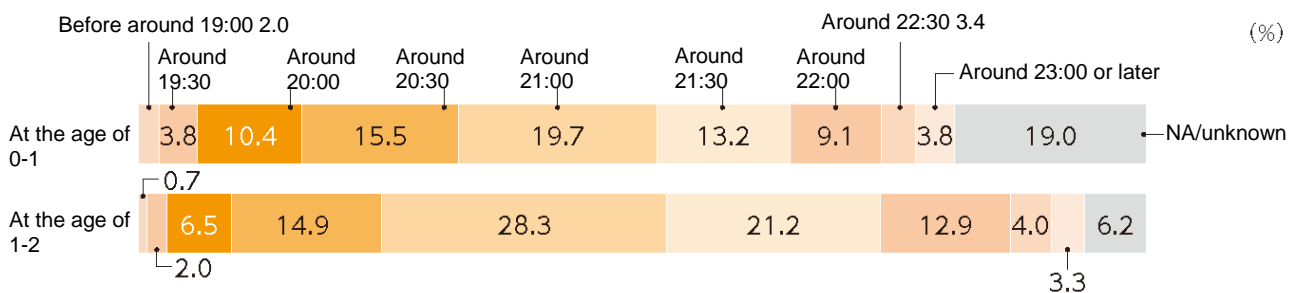
Figure 1-1-2 Napping hours



‡ Answers of mothers

Q What time does your child go to bed on weekdays?

Figure 1-1-3 Bedtime



‡ Answers of mothers ‡ We grouped the responses of “18:30 or earlier” and “around 19:00” as “around 19:00 or earlier,” and grouped the responses of “around 23:00,” “around 23:30,” and “24:00 or later” together as “around 23:00 or later.”

Outdoor play and the use of media

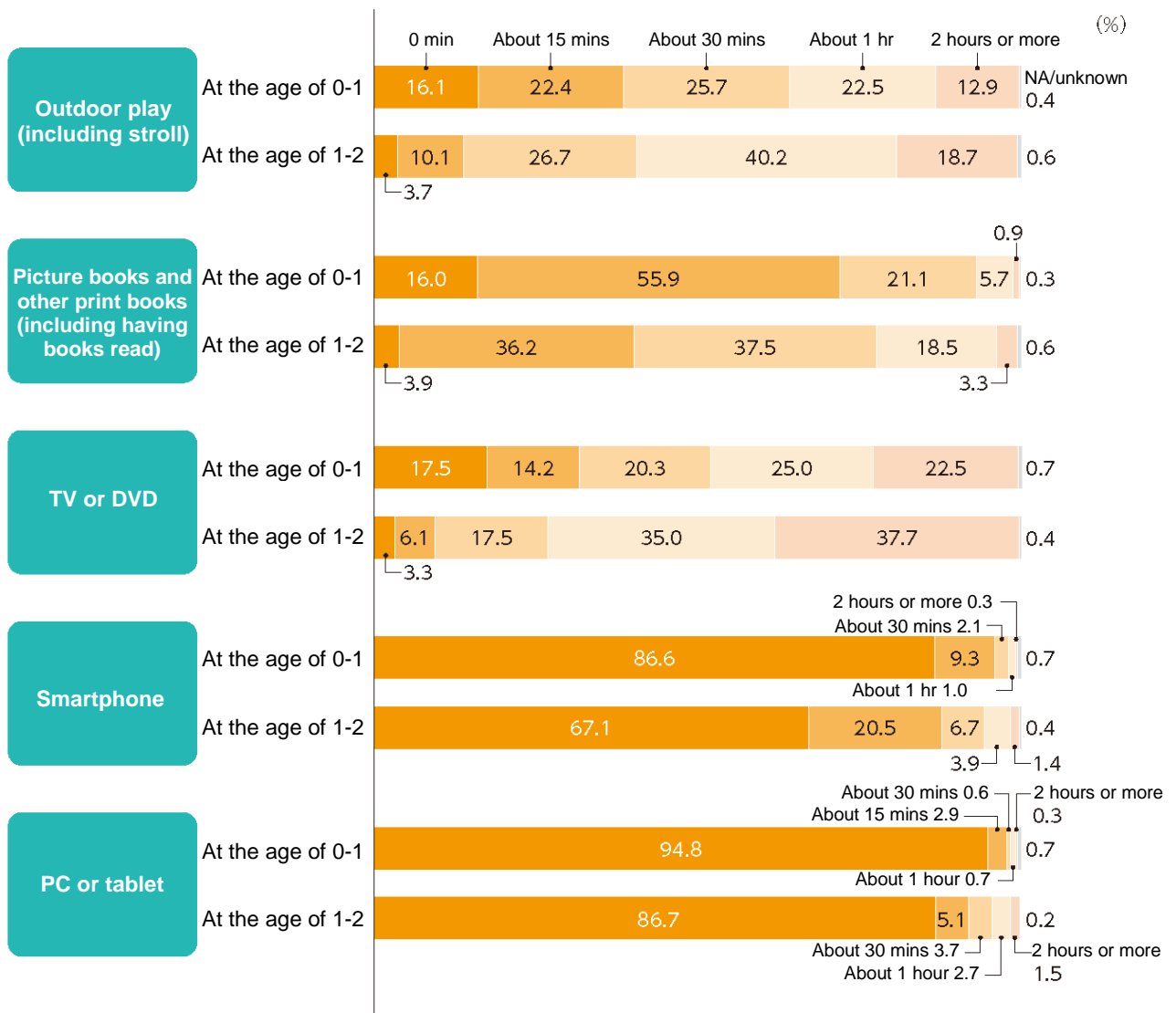
Children at the age of 1-2 spend more time on outdoor play, picture books, TV, DVD, smartphone, and the like compared to when they were at the age of 0-1.

We asked the question of how much time the child spends on outdoor play, having picture books and other print books read, and media on weekdays. Children at the age of 1-2 spend more time on each of these activities compared to when they were at the age of 0-1. When asked about hours spent for these activities at the age of 1-2, most respondents chose “about 1 hour” for “outdoor play (including stroll)” (40.2%), “about 30 mins” for “picture books and other print books (including having books read)” (37.5%), and “2 hours or more” for “TV or DVD” (37.7%). “Smartphone” and “PC or tablet” are infrequently used at the age of 0-1, whereas the time spent on these devices has become slightly longer at the age of 1-2.



How many hours per day does your child spend doing/watching/using the following things on weekdays?

Figure 1-2 Time spent on outdoor play, having books read, media



‡ Answers of mothers

‡ We grouped the responses of “about 2 hours,” “about 3 hours,” and “4 hours or more” together as “2 hours or more.”

Attendance in ECEC facilities

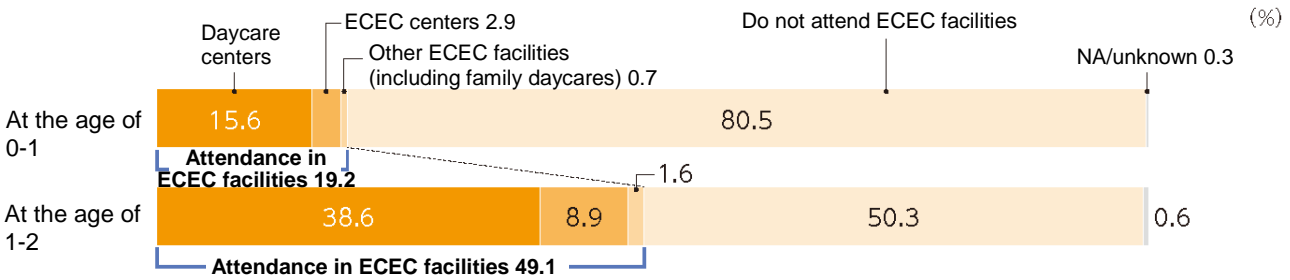
Compared with the age period of 0-1, the attendance rate in ECEC facilities at the age of 1-2 has increased by about 30 percentage points.

As for hours spent in ECEC facilities per day, “8 hours,” “9 hours,” and “10 hours” exceeded 20%, respectively.

The rate of children who attend daycare centers, etc. at the age of 1-2 (attendance rate in ECEC facilities) has increased by about 30 percentage points to 49.1%, from 19.2% at the age of 0-1 (Figure 1-3-1). The hours children spend in ECEC facilities remained mostly unchanged between at the age of 0-1 and at the age of 1-2; the responses of “about 8 hours,” “about 9 hours,” and “about 10 hours” together accounted for about 70% (Figure 1-3-2). As for opportunities to meet a person who has a child of the same age range as their children for mothers whose children do not attend ECEC facilities, “1-2 days a week” was the highest at 33.2% at the age of 1-2 (Figure 1-3-3). When asked about an opportunity to leave children with grandparents or temporary childcare at daycare centers, 45.7% of mothers surveyed answered “very rarely” (Figure 1-3-4).

Q Please tell us about your child.

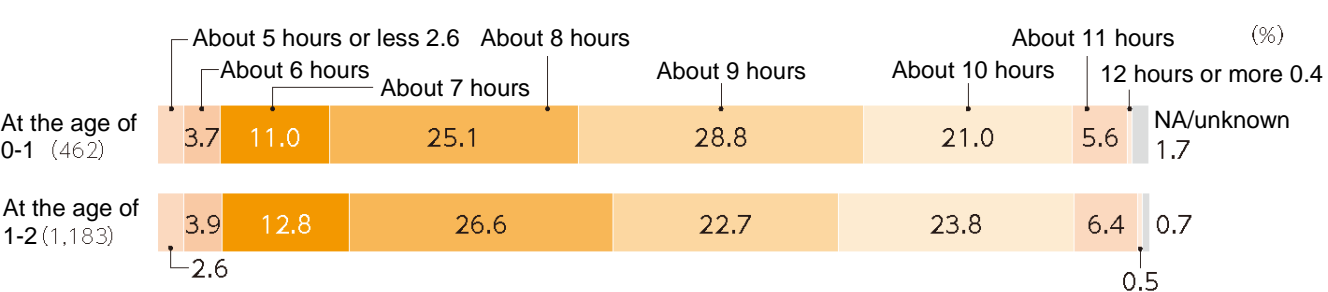
Figure 1-3-1 Attendance in ECEC facilities



‡ Answers of mothers † Non-licensed childcare facilities and small-scale childcare rooms are included in the category of daycare center.

Q How many hours per day does the child spend in ECEC facilities (including daycare center, ECEC center, and other ECEC facilities)?

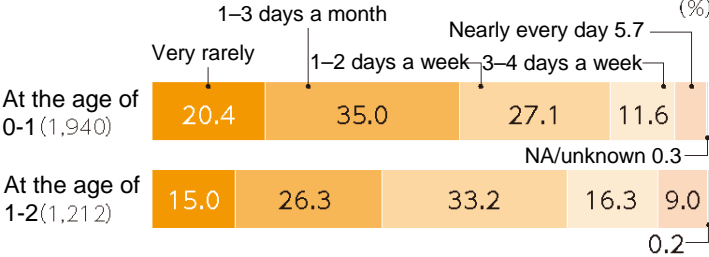
Figure 1-3-2 Hours spent in ECEC facilities (children attending ECEC facilities)



‡ Answers of mothers whose children attend ECEC facilities. † We grouped the responses of “3 hours or less,” “about 4 hours,” and “about 5 hours” together as “about 5 hours or less.”

Q How often do you meet or talk with someone who has a child of the same age range as your child at a childcare support center or children’s center or by making visits to your friend’s house?

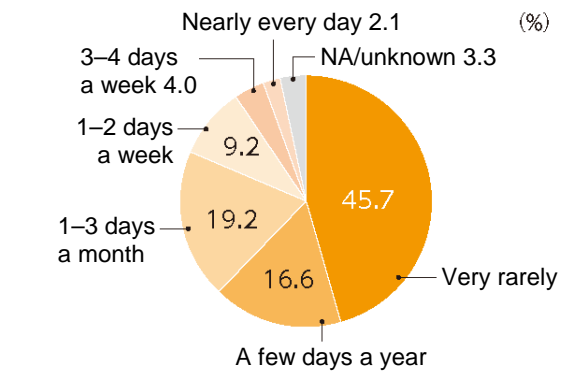
Figure 1-3-3 Opportunities to meet someone who has a child of the same age range as the child of the survey participant (children not attending ECEC facilities)



‡ Answers of mothers whose children do not attend ECEC facilities. † At the age of 1-2, we grouped the responses of “a few days a year” and “very few” as “very rarely.”

Q How often do you leave your child with his/her grandparents or in temporary childcare service at a daycare center or family support service?

Figure 1-3-4 Opportunities to leave the child with someone else (at the age of 1-2, children not attending ECEC facilities)



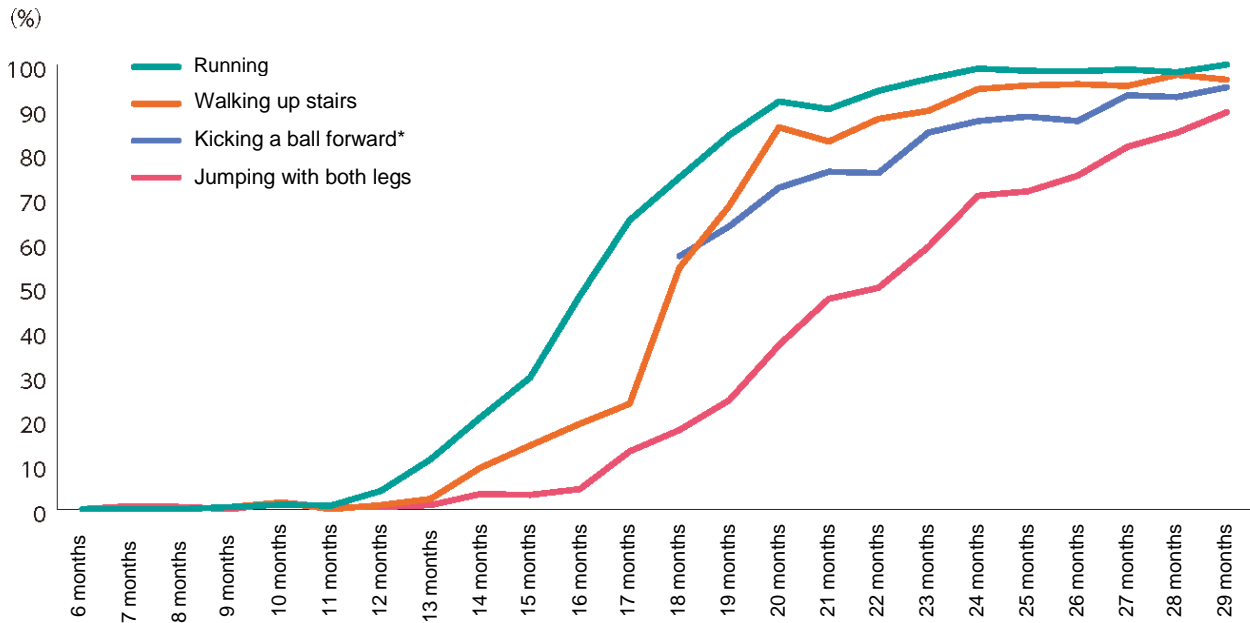
‡ Answers of 1,212 mothers whose children do not attend ECEC facilities.

The development of motor skills and language becomes significant from around 18 months old.

Children’s development of motor skills and language is significant between the age of 6 months and 29 months. As for “running,” the percentage of “can do” responses increases dramatically by the month from the age of 13 months to 19 months (Figure 1-4-1). The figure shows that the responses to the question about language, including “the child says his/her own name,” “the child uses two-or more-word sentences (e.g., “dog came”), “the child names an object looking at a picture book,” and “the child says ‘yummy,’ ‘cute,’ or something like that,” begin to increase from around 18 months old to 24 months old, and 80–90% answered “can do” or “often does this” at the age of 29 months (Figure 1-4-2).

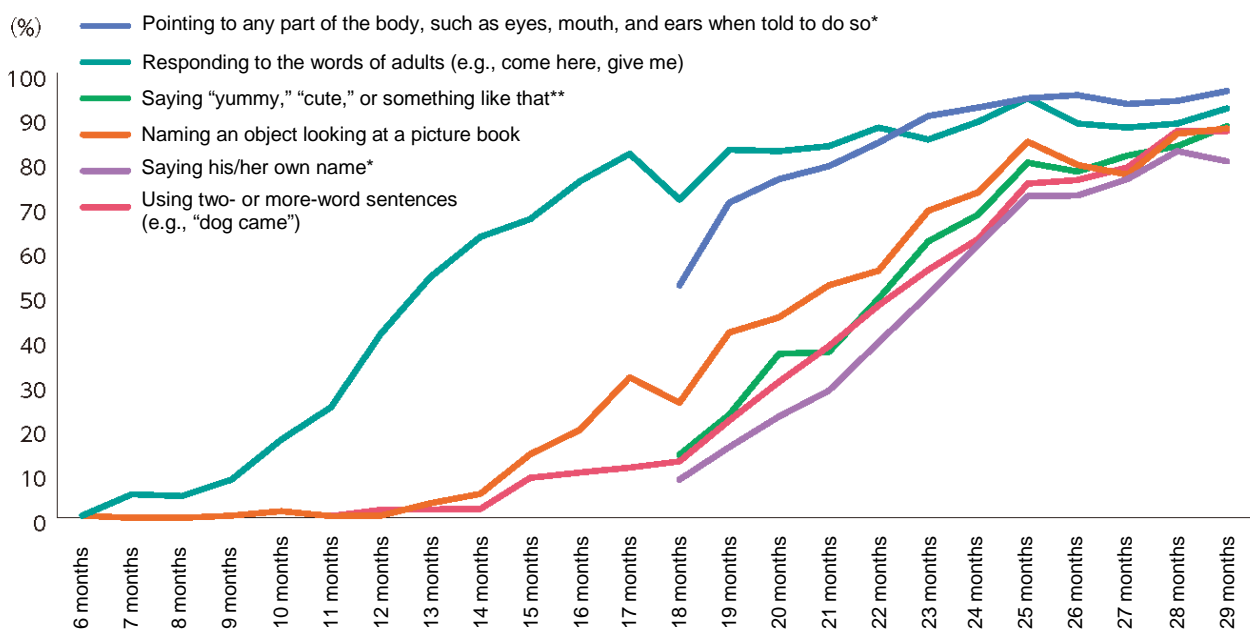
Q Please circle the number applicable to the child’s development and behavior.

Figure 1-4-1 Development of gross motor skills (at the age of 0-1, at the age of 1-2, by age in months)



‡ The graph shows the percentage of respondents who answered “can do.” ‡ Answers of mothers ‡ The percentage of 6–17 months comes from responses at the age of 0-1, and that of 18–29 months comes from responses at the age of 1-2.
 † The item marked with an asterisk (*) was asked at the age of 1-2 only.

Figure 1-4-2 Development of language (at the age of 0-1, at the age of 1-2, by age in months)



‡ The graph shows the percentage of respondents who answered “often does this.” ‡ Answers of mothers ‡ The percentage of 6–17 months comes from responses at the age of 0-1, and that of 18–29 months comes from responses at the age of 1-2.
 † The items marked with asterisks (*) were asked at the age of 1-2 only and asked if the child “can do.” The items marked with asterisks (**) were asked at the age of 1-2 only.