

Appendix 2 - Review by abstract systematic literature review literature for study

Reference	Database and key search term	Included – rationale and research theme	Excluded – rationale
Adamson. E. (2016) <i>Nannies, Migration and Early Childhood Education and Care: An International Comparison of In-Home Childcare Policy and Practice</i>	Scopus – KS7		Full text not available
Adamson. E. (2016) <i>Nannies, Migration and Early Childhood Education and Care: An International Comparison of In-Home Childcare Policy and Practice</i>	Scopus – KS8		Duplicated above
"	Scopus – KS10		Duplicated above
Alsem, M. W., Verhoef, M., Gorter, J. W., Langezaal, L. C. M., Visser-Meily, J. M. A. (2016) 'Parents' perceptions of the services provided to children with cerebral palsy in the transition from preschool rehabilitation to school-based services' <i>Child Care, Health and Development</i> 42(4) pp.455-	ASSIA - KS8		Study does not centre around pre school transition.

463			
Aslanian, T. K. (2015) 'Getting behind discourses of love, care and maternalism in early childhood education' <i>Contemporary Issues in Early Childhood</i> 16(2) pp.153-165	Scopus - KS3	Discusses care in early education context	
Aslanian, T. K. (2020) 'Every rose has its thorns: Domesticity and care beyond the dyad in ECEC' <i>Global Studies of Childhood</i> 10(4) pp.327-338	Scopus – KS2	Discusses care in early years settings	
Aslanian, T. K. (2020) 'Every rose has its thorns: Domesticity and care beyond the dyad in ECEC' <i>Global Studies of Childhood</i> 10(4) pp.327-338	Scopus – KS3		Duplicate of above
"	Scopus – KS4		Duplicate of above
Barblett, L., Barratt-Pugh, C., Kilgallon, P. and Maloney, C. (2011) 'Transition from long day care to kindergarten: Continuity or not?' <i>Australasian Journal of Early Childhood</i> 36(2) pp. 42-50	Scopus – KS7	Considers early years transition Theme: Transition	
Barblett, L., Barratt-Pugh, C., Kilgallon, P. and Maloney, C. (2011) 'Transition from long	Scopus – KS11		Duplicated above

day care to kindergarten: Continuity or not?’ <i>Australasian Journal of Early Childhood</i> 36(2) pp. 42-50			
Bhopti, A., Lentin, P. and Brown, T. (2020) ‘Relationships between early childhood intervention services, family quality of life and parent occupations: a mixed method Australian study’ <i>Journal of Occupational Therapy, Schools and Early Intervention</i> 13(2) pp. 103-125	Scopus – KS9		Not central to research
Blackburn, C. and Harvey, M. (2020) “A different kind of normal’: parents’ experiences of early care and education for young children born prematurely’ <i>Early Child Development and Care</i> 190(3) pp.296-309	ASSIA – KS11	Considers parents perspective of the role of day care Theme: Ethics of Care	
Blackburn, C. and Harvey, M. (2020) “A different kind of normal’: parents’ experiences of early care and education for young children born prematurely’ <i>Early Child Development and Care</i> 190(3) pp.296-309	ASSIA – KS7		DUPLICATE ABOVE

Bromer, J. and Henly, J. R. (2004) 'Child care as family support: caregiving practices across childcare providers' <i>Child and Youth Services Review</i> 26(10) pp.941-964	Scopus – KS2		Pre2010 –.
Bromer, J. and Henly, J. R. (2004) 'Child care as family support: caregiving practices across childcare providers' <i>Child and Youth Services Review</i> 26(10) pp.941-964	Scopus – SK5		Duplicates above
Brooker, L. (2008) "Just like having a best friend': How babies and toddlers construct relationships with their key workers in nurseries' in Papatheodorou, T. (ed) <i>Learning Together in the Early Years: Exploring Relational Pedagogy</i> London: Routledge pp.98-109	Scopus – KS1		Considers early years context related issues specifically For example attachment, relational pedagogy Theme: Ethics of Care Pre 2010 –
Brooker, L. (2008) "Just like having a best friend': How babies and toddlers construct relationships with their key workers in nurseries' in Papatheodorou, T. (ed) <i>Learning Together in the Early Years: Exploring Relational Pedagogy</i> London:	Scopus – KS2		Duplicates above

Routledge pp.98-109			
"	Scopus – KS3		Duplicates above
"	Scopus – KS4		Duplicates above
Brooker, L. (2010) 'Constructing the triangle of care: Power and professionalism in practitioner/parent relationships' <i>British Journal of Educational Studies</i> 58(2) pp.181-196	Scopus – KS2	Discusses care in relation to seminal writer Noddings Theme: Ethics of Care	
Brooker, L. (2010) 'Constructing the triangle of care: Power and professionalism in practitioner/parent relationships' <i>British Journal of Educational Studies</i> 58(2) pp.181-196	Scopus – KS3		Duplicates above
Brostrom, S. (2006) 'Care and education: towards a new paradigm in early childhood education' <i>Child and Youth Care Forum</i> 35(5) pp.391-409	Scopus – KS1		Considers tensions in care and education Pre 2010
Brostrom, S. (2006) 'Care and education: towards a new paradigm in early childhood education' <i>Child and Youth Care Forum</i> 35(5) pp.391-409	Scopus – KS3		Duplicates above

"	Scopus - KS5		Duplicates above
Charles, N., Davies, C. A. and Harris, C. (2008) 'Families in transition: social change, family formation and kin relationships' in Charles, N. (ed) <i>Families in Transition: Social Change, Family Formation</i> London: Policy Press	Scopus – KS1		Considers wider influences on transitions, useful in terms of MMT Theme: Transition Pre 2010
Coley, R. L., Lombardi, C. M., Sims, J. and Votruba-Drzal, E. (2013) 'Early education and care experiences and cognitive skills development: A comparative perspective between Australian and American children' <i>Family Matters</i> 93 pp.36-49	Scopus – KS8		Full text not available
Cook, K., Corr, L. and Breitkreuz, R. (2016) 'The framing of Australian childcare policy problems and their solutions' <i>Critical Social Policy</i> 37(1) pp42-63	Google Scholar – KS1	Considers care from a political perspective	
Cook, K., Corr, L. and Breitkreuz, R. (2016) 'The framing of Australian childcare policy problems and their solutions' <i>Critical</i>	Google Scholar – KS5		Duplicated above

<i>Social Policy</i> 37(1) pp42-63			
"	Google Scholar – KS7		Duplicated above
"	Google Scholar – KS8		Duplicated above
"	Google Scholar – KS11		Duplicated above
Crossnoe, R., Leventhal, T., Wirth, R. J., Pierce, K. M. and Pianta, R. C. (2010) 'Family socioeconomic status and consistent environmental stimulation in early childhood' <i>Child Development</i> 81(3) pp.972	ASSIA – KS8	Considers some of the external context around purpose of day care For example pressures to 'prepare for school' Theme: Ethics of Care	
Crossnoe, R., Leventhal, T., Wirth, R. J., Pierce, K. M. and Pianta, R. C. (2010) 'Family socioeconomic status and consistent environmental stimulation in early childhood' <i>Child Development</i> 81(3) pp.972			DUPLICATE ABOVE
Dahlberg, G. and Moss, P. (2004) <i>Ethics and Politics in Early Childhood Education</i> London: SAGE	Scopus – KS2		Pre 2010
Datler, W., Ereky-Stevens, K.,	Scopus –	Relevant context	

Hover-Reisner, N. and Malmberg, L. E. (2012) 'Toddlers' transition to out-of-home day care: Settling into a new care environment' <i>Infant behaviour and Development</i> 35(3) pp.439-451	KS7	Theme: Transition	
Datler, W., Ereky-Stevens, K., Hover-Reisner, N. and Malmberg, L. E. (2012) 'Toddlers' transition to out-of-home day care: Settling into a new care environment' <i>Infant behaviour and Development</i> 35(3) pp.439-451	Scopus – KS8		Duplicated above
"	Scopus – KS9		Duplicated above
"	Scopus – KS10		Duplicated above
"	Scopus KS-11		Duplicated above
Davies, F. and Harman, B. (2017) 'A qualitative exploration of mothers who reject playgroup' <i>Australian Social Work</i> 70(3) pp. 276-288	Scopus – KS12	Explores parents' perspective	
De Gioia, K. (2013) 'Cultural negotiation: moving beyond	Scopus KS-9	Discusses different expectations –	

a cycle of misunderstanding in early childhood settings' <i>Journal of Early Childhood Research</i> 11(2) pp. 108-122		relevant in terms of ethics of care	
Dockett, S. and Perry, B. (2012) 'In kindy you don't get taught': Continuity and change as children start school' <i>Frontiers of Education in China</i> 7(1) pp.5-32	Scopus- KS7	Established writers in field of EY transition	
Dockett, S. and Perry, B. (2012) 'In kindy you don't get taught': Continuity and change as children start school' <i>Frontiers of Education in China</i> 7(1) pp.5-32	Scopus – KS8		Duplicated above
Dockett, S. and Perry, B. (2012) 'Invisible transitions: Transitions to school following different paths' <i>Australasian Journal of Early Childhood</i> 0(0) pp.1-12	Scopus – KS8	Established writers in field of early years transition	
Douglas, A. and Gittell, J. H. (2012) 'Transforming professionalism: relational bureaucracy and parent-teacher partnerships in child care settings' <i>Journal of Early Childhood Research</i> 10(3) pp.267-281	Scopus – KS1	Explores dimensions relevant to transition For example parent-practitioner relationship; explores the 'purpose' of childcare Theme:	

		Transition/Ethics of Care	
Due, C. and Riggs, D.W. (2016) 'Care for children with migrant or refugee backgrounds in the school context' <i>Children Australia</i> 41(3) pp.190-200	SCOPUS – KS1	Considers care in the education context, some of which may be applicable despite the specific context around migrant or refugee backgrounds	
Duffy, M., Armenia, A. and Stacey, C. L. (2015) <i>Caring on the clock: The complexities and contradictions of paid care work</i> New Jersey: Rutgers University Press	Scopus – KS5	Considers tensions in paid care work – applicable to early childcare settings	
Farrell, A. (2018) 'Children's rights to healthy development and learning in quality early childhood education and care in Australia' in Sibnath, D. (ed) <i>Positive Schooling and Child Development iInternational Practices</i> Singapore: Springer pp.383-398	Scopus - KS9	Discusses role of childcare	
Farrell, A. (2018) 'Children's rights to healthy development and learning in quality early childhood education and care in Australia' in Sibnath, D. (ed)	Scopus – KS11		Duplicated above

<i>Positive Schooling and Child Development International Practices</i> Singapore: Springer pp.383-398			
Fluckiger, B., Dunn, J. and Stinson, M. (2018) 'What supports and limits learning in the early years? Listening to the voices of 200 children' <i>Australian Journal of Education</i> 62(2) pp.94-107	Scopus – KS1	Considers children's perspectives on EY setting Theme: Ethics of Care	
Fluckiger, B., Dunn, J. and Stinson, M. (2018) 'What supports and limits learning in the early years? Listening to the voices of 200 children' <i>Australian Journal of Education</i> 62(2) pp.94-107	Scopus – KS3		Duplicates above
Fuchs-Rechlin, K. and Bergmann, C. (2014) 'The reduction of educational disadvantages through day care for children under 3 – Between dream and reality' <i>Zeitschrift fur Erziehungswissenschaft</i> 17 pp.95-118	Scopus – KS8	Discusses role of daycare for children under 3	
Fuchs-Rechlin, K. and Bergmann, C. (2014) 'The reduction of educational disadvantages through day	Scopus – KS9		Duplicates above

care for children under 3 – Between dream and reality’ <i>Zeitschrift fur Erziehungswissenschaft</i> 17 pp.95-118			
"	Scopus – KS11		Duplicated above
Garvis, S. and Manning, M. (2017) <i>An Interdisciplinary Approach to Early Childhood Education and Care: Perspectives from Australia</i> London: Routledge	Scopus – KS7	Discusses care and education Theme: Ethics of Care	
Garvis, S. and Manning, M. (2017) <i>An Interdisciplinary Approach to Early Childhood Education and Care: Perspectives from Australia</i> London: Routledge	Scopus – KS9		Duplicates above
"	Scopus – KS11		Duplicates above
Gialamas, A., Mittinty, M, N., Sawyer, M. G., Zubrick, S. R. and Lynch, J. (2014) ‘Child care quality and children’s cognitive and socio- emotional development: An Australian longitudinal study’ <i>Early Child Development and Care</i> 184(7) pp.977-997	Scopus – KS7	Discusses early childcare’s role in transition Theme: Transition	
Gialamas, A., Mittinty, M, N.,	Scopus –		Duplicates above

Sawyer, M. G., Zubrick, S. R. and Lynch, J. (2014) 'Child care quality and children's cognitive and socio-emotional development: An Australian longitudinal study' <i>Early Child Development and Care</i> 184(7) pp.977-997	KS8		
"	Scopus – KS9		Duplicates above
"	Scopus – KS11		Duplicated above
Gialamas, A., Mittinty, M, N., awyer, M. G., Zubrick, S. R. and Lynch, J. (2015) 'Time spent in different types of childcare and children's development at school entry: An Australian longitudinal study' <i>Archives of Disease in Childhood</i> 100(3) pp. 226-232	Scopus – KS8		Not central to themes of research
Gialamas, A., Mittinty, M, N., awyer, M. G., Zubrick, S. R. and Lynch, J. (2015) 'Time spent in different types of childcare and children's development at school entry: An Australian longitudinal study' <i>Archives of Disease in Childhood</i> 100(3) pp. 226-232	Scopus – KS9		Duplicates above
Grace, R., Bowes, J. and	Scopus –	Has relevance in	

Elcombe, E. (2014) 'Child participation and family engagement with early childhood education and care services in disadvantaged Australian communities' <i>International Journal of Early Childhood</i> 46(2) pp.271-298	KS8	terms of Scottish Expansion context	
Grace, R., Bowes, J. and Elcombe, E. (2014) 'Child participation and family engagement with early childhood education and care services in disadvantaged Australian communities' <i>International Journal of Early Childhood</i> 46(2) pp.271-298	Scopus – KS11		Duplicated above
Han, J., O'Connor, E. E. and McCormick, M. P. (2020) 'The role of elementary school and home quality in supporting sustained effects of pre-K' <i>Journal of Educational Psychology</i> 112(5) PP.956-972	Scopus – ks8		Not central to the research
Han, J., O'Connor, E. E. and McCormick, M. P. (2020) 'The role of elementary school and home quality in supporting sustained effects of pre-K' <i>Journal of</i>	Scopus – KS9		Duplicates above

<i>Educational Psychology</i> 112(5) PP.956-972			
Harris, P., Cartmel, J. and Macfarlane, K. (2015) 'Are there any unintended consequences of service integration to consider? A study of early years sector perspectives' <i>Australasian Journal of Early Childhood</i> 40(3) pp.4-10	Scopus – KS9	Considers tensions in early years provision	
Hesterman, S. (2018) 'Too young to fail: Standardising literacy in the early years of schooling' <i>Educational Practice and Theory</i> 40(1) pp.5-28	Scopus – KS8	Teachers perspectives on tensions in education/play	
Howard, S. J. and Melhuish, E. (2017) 'An early years toolbox for assessing early executive function, language, self-regulation, and social development: validity reliability and preliminary norms' <i>Journal of Psychoeducational Assessment</i> 35(3) pp.255-275	Scopus – KS8		Not relevant to the themes of the research
Jovanovic, J., Brebner, C., Lawless, A. and Young, J. (2016) 'Childcare educators' understanding of early	Scopus – KS7	Discusses transition and voice of the child Theme: Transition and Ethics of Care	

communication and attachment' <i>Australasian Journal of Early Childhood</i> 41(4) pp. 95-105			
Jovanovic, J., Brebner, C., Lawless, A. and Young, J. (2016) 'Childcare educators' understanding of early communication and attachment' <i>Australasian Journal of Early Childhood</i> 41(4) pp. 95-105	Scopus – KS9		Duplicates above
"	Scopus – SK10		Duplicated above
"	Scopus – KS11		Duplicated above
Jovanovic, J. (2011) 'Saying goodbye: An investigation into parent-infant separation behaviours on arrival in childcare' <i>Childcare in Practice</i> 17(3) pp. 247-269	Scopus – KS7	Discusses MMT transition	
Jovanovic, J. (2011) 'Saying goodbye: An investigation into parent-infant separation behaviours on arrival in childcare' <i>Childcare in Practice</i> 17(3) pp. 247-269	Scopus – KS11		Duplicated above
Kaplun, C., Dockett, S. and Perry, B. (2017) 'The starting school study: Mothers'	Scopus – KS8	Discusses parents' perspective of transition	

perspectives of transition to school' <i>Australasian Journal of Early Childhood</i> 42(4) pp. 56-66		Theme: Transition	
Kaplun, C., Dockett, S. and Perry, B. (2017) 'The starting school study: Mothers' perspectives of transition to school' <i>Australasian Journal of Early Childhood</i> 42(4) pp. 56-66	Scopus – KS9		Duplicates above
Kaplun, C. (2019) 'Children's drawings speak a thousand words in their transition to school' <i>Australasian Journal of Early Childhood</i> 44(4) pp.392-407	Scopus – KS7	Considers children's voice in transition Theme: Transition, Ethics of Care	
Kennedy, A. (2016) <i>Early Childhood Intervention</i> London: Routledge	Google Scholar – KS1		Full text not available
Kennedy, A. (2016) <i>Early Childhood Intervention</i> London: Routledge	Google Scholar – KS7		Duplicated above
"	Google Scholar – KS8		Duplicated above
"	Google Scholar – KS10		Duplicated above
"	Google Scholar –		Duplicated above

	KS12		
Knaus, M., Warren, J. and Blaxell, R. (2016) 'Smoothing the way: Investigating the role of a supported playgroup located at a school' <i>Australasian Journal of Early Childhood</i> 41(2) pp.59-68	Scopus – KS9	Relevant in terms of role of preschool	
Kovacs, B. (2018) <i>Family Policy and the Organisation of Childcare: Hierarchies of Care Ideals</i> London: Palgrave Macmillan	Scopus – KS2	Considers care in the early years context Theme: Ethics of Care	
Kovacs, B. (2018) <i>Family Policy and the Organisation of Childcare: Hierarchies of Care Ideals</i> London: Palgrave Macmillan	Scopus – KS4		Duplicate of above
Kucharova, V. and Nesporova, O. (2019) 'Family policy and formal and informal care for preschool-age children in selected European countries' <i>Sociologicky Casopis</i> 55(4) pp.473-501	Scopus - KS2		Full text not available
Kucharova, V. and Nesporova, O. (2019) 'Family policy and formal and informal care for preschool-	Scopus – KS3		Duplicates above

age children in selected European countries' <i>Sociologicky Casopis</i> 55(4) pp.473-501			
Kyronlampi-Kylmanen, T. and Maatta, K. (2012) 'What is it like to be at home: the experiences of five-to seven-year-old Finnish children' <i>Early Child Development and Care</i> 182(1) pp.71-86	ASSIA - KS11	Considers children's perspectives on the home in relation to day-care transition Theme: Transition	
Lam, L. and Comay, J. (2020) 'Using a story completion task to elicit young children's wellbeing at school' <i>Child Indicators Research</i> 13(6) pp.2225-2239	Scopus – KS9	Considers children's perspectives in role of preschool	
Lascarides, V. C. and Hinitz, B. F. (2013) <i>History of Early Childhood Education</i> New York: Falmer Press	Scopus – KS11		Full text not available
Leahy, M. (2012) 'Choice, responsibility, justice: work and family: Australia'	Google Scholar – KS2		Thesis
Lofgren, H. (2016) 'A noisy silence about care: Swedish preschool teachers' talk about documentation' <i>Early Years</i> 36(1) pp.4-16	Scopus – KS2	Considers tension in care and education Theme: Ethics of Care	
Lofgren, H. (2016) 'A noisy silence about care: Swedish	Scopus – KS3		Duplicates above

preschool teachers' talk about documentation' <i>Early Years</i> 36(1) pp.4-16			
"	Scopus – KS4		Duplicates above
Lu, H. (2018) 'Caring teacher and sensitive student: is it a gender issue in the university context?' <i>Gender and Education</i> 30(1) pp.74-91	Scopus – KS1		Context is higher education, rather than early years.
MacBlain, S. (2018) <i>Learning Theories for Early Years Practice</i> London: SAGE	Google Scholar – KS1	Relevant background information on child development	
MacDonald, A. (2020) 'Mathematics education beliefs and practices of under 3s educators in Australia' <i>European Early Childhood Education Research Journal</i> 28(5) pp.758-769	SCOPUS – KS9		Not central to themes of research
McGowan, H. (2018) 'Adapt, improvise and overcome: engaging with conflict of interest in the bush'	Google Scholar – KS1		Thesis
McGowan, H. (2018) 'Adapt, improvise and overcome: engaging with conflict of interest in the bush'	Google scholar – KS7		Duplicated above
McShane, I. (2016) 'Educare' in Australia: Analysing policy mobility and transformation'	Scopus – KS7	Discusses educare	

<i>Educational Research</i> 58(2) pp. 179-194			
McShane, I. (2016) "Educare' in Australia: Analysing policy mobility and transformation' <i>Educational Research</i> 58(2) pp. 179-194	Scopus – KS8		Duplicated above
"	Scopus – KS9		Duplicates above
"	Scopus – KS13		Duplicates above
"	Scopus- KS14		Duplicates above
Mergler, A. and Walker, S. (2017) "This is possible THE hardest decision a parent has to make' Deciding when your child is ready to start prep' <i>Australasian Journal of Early Childhood</i> 42(2) pp.97-104	Scopus – KS9	Discusses transition to pre school Theme: Transition	
Molburn, S. and Dennis, J. (2012) 'Ready or not: Predicting high and low school readiness among teen parents' children' <i>Child Indicators Research</i> 5(2) pp.253-279	ASSIA - KS9		Study focussed on the transition to school in terms of educational outcomes for children of teen parents, which will not be relevant in terms of this study.
Moss, P. and Petrie, P. (2005) <i>From Children's Services to</i>	Scopus – KS2		Pre 2010

<i>Children's Spaces</i> London: Routledge			
Moss, P. and Petrie, P. (2005) <i>From Children's Services to Children's Spaces</i> London: Routledge	Scopus – KS4		Duplicates above
Murphy, C., Matthews, J., Clayton, O. and Cann, W. (2021) 'Partnership with families in early childhood education: exploratory study' <i>Australasian Journal of Early Childhood</i> 46(1) pp. 93-106	Scopus – KS8	Discusses elements relevant in terms of MMT Theme: Transition	
Murphy, C., Matthews, J., Clayton, O. and Cann, W. (2021) 'Partnership with families in early childhood education: exploratory study' <i>Australasian Journal of Early Childhood</i> 46(1) pp. 93-106	Scopus – KS9		Duplicates above
Music, G. (2016) <i>Nurturing natures: Attachment and children's emotional, sociocultural and brain development</i> 2 nd edn London: SAGE	Scopus – KS10		Full text not available
Narea, M., Arriagada, V., Allel, K. (2020) 'Centre-based care in toddlerhood and child cognitive outcomes in Chile: The moderating role of	Scopus – KS7	Considers role of daycare – relevant when considering place of care and related tensions	

family socioeconomic status' <i>Early Education and Development</i> 31(2) pp.218-233		Theme: Ethics of Care	
Narea, M., Arriagada, V., Allel, K. (2020) 'Centre-based care in toddlerhood and child cognitive outcomes in Chile: The moderating role of family socioeconomic status' <i>Early Education and Development</i> 31(2) pp.218-233	Scopus – KS9		Duplicates above
Nolan, G. K. (2020) 'Early childhood education and CARE: won't somebody think of the children?' <i>Policy Futures in Education</i> 18(6) PP.772-786	Scopus – KS1	Considers the policy context around early education are care Theme: Ethics of Care	
Nolan, G. K. (2020) 'Early childhood education and CARE: won't somebody think of the children?' <i>Policy Futures in Education</i> 18(6) PP.772-786	SCOPUS- KS2		Duplicate above
"	Scopus – KS5		Duplicate above
Norman, A. (2019) <i>From Conception to Two Years: Development, Policy and Practice</i>	Scopus – KS1		Full text not available

Nutton, G. (2020) 'Life long benefits of high quality preschool experiences' in Midford, R., Nutton, G., Hyndman, B. and Silburn, S. (eds) <i>Health and Education Interdependence</i> Singapore: Springer	Scopus – KS12	Relevant in terms of context of early years education and care	
Osgood, J. (2005) 'Who cares? The classed nature of childcare' <i>Gender and Education</i> 17(3) PP.289-303	Scopus – KS1		Focus is on those employed in childcare rather than care in childcare
Osgood, J. (2005) 'Who cares? The classed nature of childcare' <i>Gender and Education</i> 17(3) PP.289-303	Scopus – KS4		Duplicates above
Osterbacka, E. and Rasanen, T. (2021) 'Back to work or stay at home? Family policies and maternal employment in Finland' <i>Journal of Population Economics</i> 1(1) pp.12-21	Scopus – ks11		Not central to research
Page, J. and Elfer, P. (2013) 'The emotional complexity of attachment interaction in nursery' <i>European Early Childhood Education Research Journal</i> 21(4) pp.267-281	Scopus – KS1	Considers attachment in early years, relevant in terms of transitions and care Theme: Ethics of Care	
Page, J. and Elfer, P. (2013) 'The emotional complexity of	Scopus – SK5		Duplicates above

attachment interaction in nursery' <i>European Early Childhood Education Research Journal</i> 21(4) pp.267-281			
Parker, R. and Levinson, M. P. (2018) 'Student behaviour, motivation and the potential of attachment-aware schools to redefine the landscape' <i>British Educational Research Journal</i> 44(5) pp. 875-896	Scopus – KS1	Considers attachment – relevant in terms of transition in early years Theme: Transition	
Press, F., Wong, S. and Gibson, M. (2015) 'Understanding who cares: Creating the evidence to address the long-standing policy problem of staff shortages in early childhood education and care' <i>Journal of Family Studies</i> 21(1) pp.87-1000	Scopus- KS7	Relevant in terms of considering perspective of educator in relation to MMT Theme: Transition	
Press, F., Wong, S. and Gibson, M. (2015) 'Understanding who cares: Creating the evidence to address the long-standing policy problem of staff shortages in early childhood education and care' <i>Journal of Family Studies</i> 21(1) pp.87-	Scopus – KS8		Duplicated above

1000			
"	Scopus – KS11		Duplicated above
Puccioni, J., Froiland, J. M. and Moeyaert, M. (2020) 'Preschool teachers' transition practices and parents' perceptions as predictors of involvement and children's school readiness' <i>Children and Youth Services Review</i> 109 pp.1	ASSIA – KS8	Considers transition practices and parents perception Theme: Transition	
Quinones, G., Li, L. and Ridgway, A. (2021) <i>Affective Early Childhood Pedagogy for Infant-Toddlers</i> Switzerland: Springer	Google Scholar – KS1		Not central to research
Quinones, G., Li, L. and Ridgway, A. (2021) <i>Affective Early Childhood Pedagogy for Infant-Toddlers</i> Switzerland: Springer	Google Scholar – KS3		Duplicated above
"	Google Scholar – KS8		Duplicated above
"	Google Scholar – KS10		Duplicated above
Reagan, T. (2017) <i>Non-Western Educational Traditions: Local Approaches</i>	Scopus – KS7	Necessary in order to question assumptions and	

<i>to Thought and Practice</i> London: Routledge		norms incorporated in research from/about Western education	
Reynolds, E., Stagnitti, K. and Kidd, E. (2011) 'Play language and social skills of children attending a play based curriculum school and a traditionally structured classroom curriculum school in low socioeconomic areas' <i>Australian Journal of Early Childhood</i> 36(4) pp.120-10	Scopus - KS8		Not relevant to research
Rogers, C. and Weller, S. (2012) <i>Critical approaches to care: Understanding caring relations, identities and cultures</i>	Scopus – KS1		Full text not available
Rogers, C. and Weller, S. (2012) <i>Critical approaches to care: Understanding caring relations, identities and cultures</i>	Scopus – KS3		Duplicates above
"	Scopus – KS4		Duplicates above
"	Scopus - KS7		Duplicates above
"	Scopus – KS10		Duplicated above
"	Scopus-		Duplicated

	KS13		above
Rogers, M. (2020) 'Contextulised, not neoliberalised professionalism in early childhood education and care: effects of prescribed notions of quality on educator confidence in Australia' <i>International Electronic Journal of Elementary Education</i> 13(4) pp. 549-564	Scopus – KS7	Discusses notion of conflicts in want from parents/practitioners Theme: Ethics of Care	
Rogers, M. (2020) 'Contextulised, not neoliberalised professionalism in early childhood education and care: effects of prescribed notions of quality on educator confidence in Australia' <i>International Electronic Journal of Elementary Education</i> 13(4) pp. 549-564	Scopus – KS9		Duplicates above
"	Scopus – KS10		Duplicated above
Rutherford, L. and Whittington, V. (2013) 'A comparison of segregated and integrated infant and	Scopus – KS9	Considers parent and educators perspectives on early learning practices	

toddler programmes in one childcare centre' <i>Australian Journal of Early Childhood</i> 38(2) pp.41-49			
Schmitt, S. A., Pratt, M. E. and Lipscomb, S. T. (2017) 'Residential mobility predicts behavioural problems for children living in non-parental care during the transition to kindergarten' <i>Children and Youth Services Review</i> 77 pp.101	ASSIA – KS9		Focus of the study is on behaviour rather than transition. In addition, the study focuses on children in a specific set of circumstances (non-parental care) which will not be generalisable to this study.
Sheridan, S. and Pramling, S. I. (2013) 'Preschool a source for young children's learning and wellbeing' <i>International Journal of Early Years Education</i> 21(2) pp.207-222	Scopus – KS7	Discusses the role of early years education	
Sheridan, S. and Pramling, S. I. (2013) 'Preschool a source for young children's learning and wellbeing' <i>International Journal of Early Years Education</i> 21(2) pp.207-222	Scopus – KS8		Duplicates above
Sihto, T. (2020) 'Dividing responsibility for care: tracing the ethics of care in local care strategies' <i>Social</i>	Scopus - ks11	Includes discussion of ethics of care Theme: Ethics of Care	

<i>Policy and Society</i> 1(1) pp. 1-16			
Sinclair, D., Staton, S., Smiths, S. S., Marriott, A. and Thorpe. K. (2016) 'What parents want: Parent preference regarding sleep for their preschool child when attending early care and education' <i>Sleep Health</i> 2(1) pp.12-18	Scopus – KS8	Important when considering how much weight the voice of the child bares in EY settings	
Sinclair, D., Staton, S., Smiths, S. S., Marriott, A. and Thorpe. K. (2016) 'What parents want: Parent preference regarding sleep for their preschool child when attending early care and education' <i>Sleep Health</i> 2(1) pp.12-18	Scopus – KS10		Duplicated above
Sisson, J. H., Giovacco-Johnson, T., Harris, P., Stribling, J. and Webb-Williams, J. (2020) 'Collaborative professional identities and continuity of practice: a narrative inquiry of preschool and primary teachers' <i>Early Years</i> 40(3) pp. 319-334	Scopus – KS9		Not central to research
Sisson, J. H., Giovacco-	Scopus –		Duplicated above

Johnson, T., Harris, P., Stribling, J. and Webb-Williams, J. (2020) 'Collaborative professional identities and continuity of practice: a narrative inquiry of preschool and primary teachers' <i>Early Years</i> 40(3) pp. 319-334	KS10		
Smidt, W. (2018) 'Early childhood education and care in Austria: challenges and education policies' <i>Early Childhood Development and Care</i> 188(5) pp.624-633	Scopus – KS8	Contextual background for role of early learning centres	
Smidt, W. (2018) 'Early childhood education and care in Austria: challenges and education policies' <i>Early Childhood Development and Care</i> 188(5) pp.624-633	Scopus - KS9		Duplicated above
Smith, H. C., Batten, R., McDonald, H. and Taylor, M. F. (2018) 'Caregivers and service providers' perspectives on a Western Australian aboriginal community's 0-3 years. Early learning programme' <i>Early Child Development and Care</i> 188(10) pp.1431-1441	Scopus – KS8	Considers the perspectives of parents – relevant in terms of MMT model Theme: Transition	

Sollars, V. (2020) 'Reflecting on 'quality' in early childhood education: practitioners' perspectives and voices' <i>Early Years</i> 0(0) pp. 1-12	Scopus - KS8	Interesting in terms of providing context for childcare role in relation to care Theme: Ethics of Care	
Sollars, V. (2020) 'Reflecting on 'quality' in early childhood education: practitioners' perspectives and voices' <i>Early Years</i> 0(0) pp. 1-12	Scopus – KS9		Duplicates above
Somerwil, T., Klieve, H. and Exley, B. (2020) 'Preschool educators' readiness to promote children's educational competence' <i>Asia-Pacific Journal of Research in Early Childhood Education</i> 14(2) pp.135-158	Scopus – KS8	Relevance in terms of MMT Theme: Transition	
Staton, S. L., Smith, S. S., Hurst, C., Pattinson, C. L. and Thorpe, K. J. (2017) 'Mandatory nap times and group napping patterns in child care: an observational study' <i>Behavioural Sleep Medicine</i> 15(2) pp.129-143	Scopus – KS8	Provides context in terms of day care role, also relevant when considering the voice of the child in day care settings	
Staton, S. L., Smith, S. S., Hurst, C., Pattinson, C. L. and Thorpe, K. J. (2017) 'Mandatory nap times and	Scopus – KS9		Duplicated above

group napping patterns in child care: an observational study' <i>Behavioural Sleep Medicine</i> 15(2) pp.129-143			
"	Scopus – KS10		Duplicated above
Strange, C., Fisher, C., Howat, P. and Wood, L. (2014) 'Fostering supportive community connections through mothers' groups and playgroups' <i>Journal of Advanced Nursing</i> 70(12) pp.2835-2846	Scopus – KS8	Relevant in terms of MMT	
Strange, C., Fisher, C., Howat, P. and Wood, L. (2014) 'Fostering supportive community connections through mothers' groups and playgroups' <i>Journal of Advanced Nursing</i> 70(12) pp.2835-2846	Scopus – ks12		Duplicated above
Stratford, E., Stewart, S., te Riele, K. and Watson, P. (2021) 'Making sense of school learning environments as infrastructures of care and spatial typologies' <i>Australian Geographer</i> 52(1) pp.43-63	Scopus - KS1	Considers environments required for 'care'. Theme: Ethics of Care	
Szebehely, M. (2018) <i>Changing Divisions of</i>	Scopus – KS5		Full text not available

<i>Carework: Caring for Children and Frail Elderly People in Sweden</i>			
Thorpe, K., Sullivan, V., Jansen, E., McDonald, P., Sumsion, J. and Inrvin, S. (2018) 'A man in the centre: inclusion and contribution of male educators in early childhood education and care teams' <i>Early Child Development and Care</i> 6(190) pp. 921-934	Google Scholar – KS1	Discusses male educator perspective on provision of care	
Thorpe, K., Sullivan, V., Jansen, E., McDonald, P., Sumsion, J. and Inrvin, S. (2018) 'A man in the centre: inclusion and contribution of male educators in early childhood education and care teams' <i>Early Child Development and Care</i> 6(190) pp. 921-934	Google Scholar – KS7		Duplicated above
"	Google Scholar – KS8		Duplicated above
"	Google Scholar – KS9		Duplicated above
"	Google Scholar –		Duplicated above

	KS11		
Tonge, K. L., Jones, R. A. and Okley, A. D. (2019) 'Quality interactions in early childhood education and care centre outdoor environments' <i>Early Childhood Education Journal</i> 47(1) pp. 31-41	Scopus - KS9		Not central to research themes
Turunen, T. A. (2012) 'Individual plans for children in transition to pre-school: a case study in one Finnish day-care centre' <i>Early Child Development and Care</i> 182(4) pp.315-328	ASSIA – KS11	Considers the transition to pre-school, including parent and teacher perspective Theme: Transition	
Vandenbroeck, M. and Van Laere, K. (2020) 'Parents as objects of interventions: what they have to say about early childhood education and schoolification' <i>The Policies of Childcare and Early Childhood Education: Does Equal Access Matter?</i> Pp.92-107	Scopus – KS1		Full text not available.
Vandenbroeck, M. and Van Laere, K. (2020) 'Parents as objects of interventions: what they have to say about early childhood education	Scopus- KS2		Duplicate of above

and schoolification' <i>The Policies of Childcare and Early Childhood Education: Does Equal Access Matter?</i> Pp.92-107			
"	Scopus KS3		Duplicate of above
Van Laere, K. and Vanderbroek, M. (2018) 'The (in)convenience of care in preschool education: examining staff views on educate' <i>Early Years</i> 38(1) pp.4-18	Scopus – KS1	Considers staff views on care Theme: Ethics of Care	
Van Laere, K. and Vanderbroek, M. (2018) 'The (in)convenience of care in preschool education: examining staff views on educate' <i>Early Years</i> 38(1) pp.4-18	Scopus – KS2		Duplicate of above
"	Google Scholar – KS1		Duplicated above
Van Laere, K., Van Houtte, M. and Vandenbroeck, M. (2018) 'Would it really matter? The demographic and caring deficit in 'parental involvement'' <i>European Early Childhood Education</i>	Scopus – KS2	Considers care from parents perspective in early years provision Theme: Ethics of Care	

<i>Research Journal</i> 26(2) pp.187-200			
Van Laere, K., Van Houtte, M. and Vandebroek, M. (2018) 'Would it really matter? The demographic and caring deficit in 'parental involvement'' <i>European Early Childhood Education Research Journal</i> 26(2) pp.187-200	Scopus – KS3		Duplicates above
Wals, A. E. J. (2017) 'Sustainability by default: Cocreating care and relationality through early childhood education' <i>International Journal of Early Childhood</i> 49(2) pp.155-164		Draws on Noddings' Ethics of Care in childcare context Theme: Care	
Warren, J., Vialle, W. and Dixon, R. (2016) 'Transition of children with disabilities into early childhood education and care centres' <i>Australasian Journal of Early Childhood</i> 41(2) pp. 18-26	Scopus – KS7	Discusses transition to early years setting	
Warren, J., Vialle, W. and Dixon, R. (2016) 'Transition of children with disabilities into early childhood education and care centres' <i>Australasian Journal of Early</i>	Scopus – KS8		Duplicated above

<i>Childhood</i> 41(2) pp. 18-26			
"	Scopus – KS9		Duplicated above
Webb, G. and Williams, C. (2019) 'Interactions between children and their early childhood educators: the effect of cultural match on communication' <i>Australasian Journal of Early Childhood</i> 44(1) pp. 48-62	Scopus – KS7		Focus is not central to the research in this study
Webb, G. and Williams, C. (2019) 'Interactions between children and their early childhood educators: the effect of cultural match on communication' <i>Australasian Journal of Early Childhood</i> 44(1) pp. 48-62	Scopus- KS8		Duplicated above
Winther-Lindqvist, D. A. (2020) 'Caring well for children in ECEC from a wholeness approach- the role of moral imagination' <i>Learning, Culture and Social Interaction</i> 1(1) pp.100-152	Scopus – KS1	Includes a framework for understanding 'professional care' Theme: Ethics of Care	
Winther-Lindqvist, D. A. (2020) 'Caring well for children in ECEC from a wholeness approach- the role of moral imagination'	Scopus – KS2		Duplicates above

<i>Learning, Culture and Social Interaction</i> 1(1) pp.100452			
"	Scopus- KS3		Duplicates above
"	Scopus – KS5		Duplicates above
Wolfenden, L., Jones, J., Parmenter, B., Gillham, K. and Yoong, S. L. (2019) 'Efficacy of a free-play intervention to increase physical activity during childcare: A randomized controlled trial' <i>Health Education Research</i> 34(1) pp. 98-112	Scopus – KS8		Not central to research themes
Zabeli, N. and Gjelaj, M. (2020) 'Preschool teacher's awareness, attitudes and challenges towards inclusive early childhood education: a qualitative study' <i>Congent Education</i> 7(1) pp.179560	Scopus – KS8		Not central to research