118 - NEUROPSYCHOMOTOR DEVELOPMENT IN FIRST INFANCY: ANALYSIS OF THE DAY CARE MUNICIPAL CENTERS OF FLORIANÓPOLIS

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INTRODUCTION

As times pass the man diversified the ways of production, which determined different social configurations and forms to handle with new generations and to educate those (WIGGERS, 2004). The day care center appeared due to mothers ` necessities in assuming long hours of working and, on that way, they could not take care anymore of their children.

In observing the principle that on the first months of life the baby needs to recover the experiences and impressions acquired in the intrauterine period as a factor of security and identification, it becomes necessary to supply the misalignment provoked for the absence of the sounds and familiar images in this new space of the day care center. The stimulation can be seen as high point for the adaptation. The spontaneous manifestations and the interest demonstrated in a group of gradual activity stir up the curiosity of the child, letting her to have a natural approach (ARANHA, 2002).

Suckle period goes from the 29 days until the 24 months of the child's life. It is also called as first infancy. In this interval of time is when intense neuropsychomotor results occur, which is called as the developments landmarks. Such fact will be influenced and determined in function of the stimulations received for the child from the environment and the interpersonal relations that she has.

Every motor development is always performed under one ideal adaptation to the external stimulations. The motricity makes possible to the man the confrontation with environment. For the child, the constant improvement of the motor capacities means the acquisition of her independence and the capacity to adapt in social facts (FLEHMIG, 2000).

The motor development happens not only in the neurological maturation, but also in according to a self-organized system that involves the task, the environment and the individual.

The physical space of the day care center becomes a socially place constructed, in the relations of children and adults that inhabit there. As collective social institutions, the day care centers share with families the task to take care and to educate the children (AGOSTINHO, 2003).

In this perspective are re-dimensioned, therefore, not only the functions of the institutions of Infant Education as the function of its professionals. The professor who has a direct performance with the child assumes a role that, at the same time, is distinguished from the role assumed for the family (it does not have the paper of the father or the mother) and from the teacher of Basic Education (it is not limited to education). It is characterized, therefore, as the professor of Infant Education with a direct participation in the education and the care of the children in the collective space of the institution, that demands an organization, a planning and a intentional that is absent in familiar space (ROCHA, 1999).

According to Gesell (1998), the educator of a day care center will know how to deal efficiently with its pupils from the moment that get knowledge about development and when understand that the game is a way of learning.

The formation of the professional that will work with the child from the 0 to the 6th year of age has been considered of high relevance in the discussions about the quality of work with the child on this age (ROSEMBERG, 1994; BARRETO, 1994; BRASIL, 1998a and 1998b apud OLIVEIRA, 2001). Studies evidence its importance, once the professional formation is observed as one of the main factors with impact on the quality of the infant education (ROSEMBERG, 1994 apud OLIVEIRA, 2001).

The continued formation is salient in the Referential for the Formation of Professors, elaborated by the Department of Education (MEC), in the perspective to develop the professional ability of the professor. This ability does not refer to one only model, but to the "capacity to mobilize multiples resources, of which the theoretical knowledge and experiences of the professional and personal life, to answer to the different demands of the work situations" (OLIVEIRA, 2001).

METHOD

The population of the study was constituted for the responsible educators for children from 0 to the 24 months, in the 48 municipal day care centers of Florianópolis/SC during the first semester of 2006.

The sample was defined through the technique of proportional stratification, for conglomerates, having considered not considering a superior sample error of 10%, what provided an initial result of 23 day care centers and 46 educators. For in such way, the municipal public day care centers of Florianópolis were divided in five regions: north, south, east, central and continental, based on available information on the "Home Page" of the Division of Infant Education of the City department of local Education. Therefore, the regions that presented a larger number of day care centers had a higher representation.

In the contact with the day care centers it was perceived the existence of a changeable number of involved educators with age of suckle period in each unit, that even with a reduced number of participant day care centers, that made the number of inquired educators exceeded the sum of 46 initially foreseen, totalizing in 55 educators.

A questionnaire, adapted of the study of Bofi (2000) was applied, composed by 28 open and closed questions.

The data was analyzed in according to descriptive statistics from database constructed in software SPSS® version 13.0, besides that the qualitative description through the analysis of the content.

RESULTS AND DISCUSSION

It was included in the study 55 educators, deriving from the 12 daycare centers, of which majority was (n=54, 98.2%) from the feminine gender. The average of age of 54 respondents to this item (1 of the educators did not answer) was of 34,1 years (shunting line-standard, d.p., = 7,2 years), with minimum of 22 and maximum of 52 years.

Although the attempt of proportional sampling, such fact did not occur in the practical due to the fact that not all the day care centers had accepted to be part of this study for varied reasons.

In regarding to the work shift, 58.2% (n=32) of the educators worked in only one shift, while 40% (n=22) in full time shifts (in 1 in case we did not have a reply to this questioning).

We are treating with a majority of professionals who has an education in superior level (Graduation in Pedagogy). In considering the school level of the educators we have results that show that the Graduation in Pedagogy was demanded for only

14 (25.4%) educators of the total of 55 respondents for this age, demonstrating low requirement for qualified professionals.

In accordance with Bofi (2000), the qualification of the professionals is essential, because we must base the actions on the conception of child as citizen, as person in development, as an active individual in the construction of his knowledge.

In the question on opportunity of continued qualification, 87.3% (n=48) of the educators answered affirmatively, while 9.1% (n=5) revealed to do not have availability offered (in three cases we had no reply to this questioning).

The proposals made by the MEC in 1993, according to Barbosa (1998), demand the initial and continued formation of the professional of infant education. This fact can lead to the increase of the recognition of this professional, what it would contribute to the perception of the family and society in not seeing them as babysitters or even as aunts, but as an educator. To make it materialize, they are necessary projects that include educative activities with the families.

After the hiring these professionals, it is offered courses of short duration, however they are insufficient for the preparation of the professional. Among the educators, 37 (67.3%) answered that courses and lectures are offered to the educators; 7 (12.7%) answered only courses and 3 (5.5%) answered only lecture and also 13 (23.6%) answered that the frequency happens in fifteen says, but a large amount (n=17) did not answer to this question.

In the listed of subjects, the most cited as provided for qualification the educators, was observed the prevalence of the Infant Education (the 0 6 years), with apparent approach on conception of infancy and the paper of the day care center, including relation child-day care center-family (n=14, 25.5%). Other themes were about general aspects of health, nutrition, first aid, sexuality, and also workshops of stories telling, discussion of the rights of the child and Political Project Pedagogical.

Characterizing the group of study in regarding the relative time of experience in the work related to the target age (from 0 to 24 months) and to the previous experience with infant, formal or informal public, initiating by the time of experience with the age from 0 the 24 months, 51 respondents presented average of 3,9 years (d.p.=3,9 years), of which 3 years was the modal value (of higher frequency, n=10, 18.2%). The highest time of experience related was of 20 years, and the lowest one of 3 months (which means, the educator has just initiated on this semester to work with such age).

We observe that 44 (80%) answered to have pedagogical supervision in their practical and 11 (20%) answered that it does not exist. It is important to emphasis that between the educators who had answered to have pedagogical supervision in their practical, 5 educators of one same unit affirmed to exist a pedagogical supervisor for support and orientation of the activities, however, that does not possess experience for such, and then, does not give the necessary support to the educators.

As indicated for Rosemberg (1992) apud Bofi (2000) the professional identity of the educator is key part in the pedagogical programming, assisted by the pedagogical coordinator, who plans and executes the activities that make possible the positive development of the child; they together must update themselves about the infant development.

Inquired about their previous experience, 32 (68.1%) of 47 respondents related formal performance in the Infant Education with other ages. In 2 cases (4.2%) it was revealed a performance as particular babysitter, same frequency and percentage of employees on nursery. In one case (1.4%) the previous experience was in Special Education and others 5 cases (10.6%) was distinguished as work with Basic Education.

It was questioned about the accomplishment of trainings in the work with suckles before being initiated the formal work with them; in 69,1% of the cases (n=38) there was not any previous experience as training form, while this was reality in 30,9% (n=17).

To identify criteria used by the educators in the detention of delay in the neuropsychomotor development in suckle period, we distinguished that two educators answered to do not use any criterion, alleging to do not to properly perceive when the suckle presents some signal of alert or delay.

In the answers that were cited behaviors questions, generally there were examples of irritability cases, distraction or apathy.

For Flehmig (2000) and Tecklin (2002) to know the evolution landmarks of the child's development, which means, the natural standard of progression route to physical independence is something that becomes important when it is desired to perform a diagnosis and precocious treatment of the delay in the infant development.

Therefore, it is important to know the details of the psychomotor evolution of suckle, in a way that it can be analyze in a safer way the cases between what it is still normal and what already is classified as delay in the development (FLEHMIG, 2000).

From the group that perceives the enough chances of neuropsychomotor stimulation (n=13), 7 (53.8%) justified their reply. These, on its majority (n=6) were based on the comment of the intensity of the development advances that most part of the children revealed since their entrance in the day care center. Which means, there were cases that the child, when initiating to frequent the day care center, had not reached large neuropsychomotor landmarks, as to seat, crawl, walk, and she would do it quickly after some time of frequency.

In a case, the sufficiency of the stimulation was simply justified by the affirmation of that such activity was the main function of the day care center.

In the case of 52.7% (n=29) of the respondents who had alleged, in their perception, insufficiency in the practical of neuropsychomotor stimulation, the justifications of 18 educators had turned on lack of specific formation, lack of appropriate materials (pedagogical toys of classroom and plaza), inadequate physical space, disproportionate relation between number of children and professionals, not favorable daily routine, besides the position/personal interest of the educator.

It called the attention the fact, cited in two cases, that there was not work of specialist for this area in the day care center, others 6 cases, alleged simply to do not exist this type of action in the routine of the day care center or that the routine does not allow this type of action, and in 2 more cases, they mentioned to do not have a specific local space/for the practical of stimulation.

Obviously, we can be infer that these educators do not perceive them as stimulators of the infant development, including in not considering the proper routine of daily cares and the space of the day care center (room, plaza, central hall, etc.) as a great chance of "neuropsychomotor promotion". Three respondents did not justify their perception.

In regarding to verify the practical of positions/activities of stimulation of the neuropsychomotor development in the routine of the day care center, it was evidenced that 26 (47.3%) professionals leave the child in the cradle, only in the schedule of sleeping; for 2 (3.6%) the permanence in the cradle is for the feeding, hygiene and to play with really young babies; others 14 (25,4) had alleged not to have cradle in the room; e 11 (20%) did not answer the question.

It was observed that 24 (43.5%) of the educators answered that the child is left in the cushion/floor when sleeping, others 09 (16.4%) answered that the long cushion/floor is used to play and diverse situations; 8 (14.5%) answered that only when the child requests it is used the long cushion/floor; and 3 (5.5%) answered that the children remain in the long cushion/floor on the story moment. Of the participants, 11 (20%) left a blank reply.

In regarding the time that the child is left in the little chair, it was evidenced that it is used by 35 (63.6%) professional only for the meals; whereas 2 (3.6%) answered that it is used to play and 11 (20%) of the professionals did not answer this

question. Others 7 (12.7%) related the inexistence of little chair in the classroom.

The question about the practical of sun daily exposition shows that 21 (38.2%) answered that this activity is performed during at least 1 daily hour, and 15 (27.3%) answered that the child takes sun from 1 to 2 daily hours, 1 (1.8%) answered do not make this practical and 18 (32.7%) of the participants left this question blank. The periods from 8am to 10am and the 3pm to 4pm were the most commented. There was one participant who answered that the practical of sun exposition was "when the sun is low".

In regarding to the data about the time that suckles play we have 36 (65.5%) that answered the child plays all the time. For 7 (12.7%) professionals the child plays in according to their choice; 4 (7.2%) answered that the child plays from 4 to 5 hours; 2 (3.6%) answered that the child plays only 2 hours approximately. It was left blank this question 06 (10.9%) participants.

Bofi (2000) explains that this is an important question when it relates to the time that the child plays, because to play for her it is so important and serious, as working is for the adult, or even more, because we hardly find a so dedicated adult to its work as the child it is to its game. Playing the child imitate the work, the gestures of the adult. Then, she discovers the world, experience its laws without making logical concepts on them.

The toys used for the children, 67.3% (n=37) of the educators told to be only available in the classroom, describing them: plastic and rubber toys, baby toys, large games plug-in, balls, balloons, rattle, mobiles, materials confectioned with EVA, music (thematic infant CDs), bequeath, blocks to mount, doll, cars, motorcycles, musical instruments, books.

An educator cited that, besides the traditional toys of the classroom, it is used material that the proper professor bought or obtained for donation. Toys in the plaza were cited by 5 educators (9.1%), in set with the ones from the classroom. In another case was added to the ones of room the toys that the children brought of house, and in plus one, the use of music and books. 10 educators (18.2%) did not answer to this inquiry.

Aberastury (1991) apud Bofi (2000) in his work about the importance of the toys in the development of the little child considers that there are not many toys that a child needs to play, for the opposite, if they are over; it can stanch and confuse the child in her experiences. The toys must be appropriate to the age of the child and to her period of motor development. It does not need big spaces, but a proper place that makes her comfortable.

The respondents presented their perception on stimulation of the position in prone, rolling, seating, crawling themselves, crawl, stand up and of the march.

It has believed that these professionals that answered to do not stimulate the prone position do not make because the children in their majority, already perform all the positions steps independently.

From the 34 educators who performed this stimulation, 11 (32.3%) stimulates the position passively placing the child on the arms in the long cushion/carpet; 6 (17.6%) stimulate through not specified diverse games; 4 (11.8%) stimulate with objects in the attempt of the child to follow with the eyes/to search objects; and the rest (n=13), of that only 9 mentioned examples the practical of the stimulation, answered in a diversified form: during the routine of hygiene (bath), imitating animal and in the lessons of Physical Education, stimulating on a ball/cushion.

We saw that 6 (17.6%) stimulate rolling through not specified diverse games, others 6 (17.6%) stimulate initiating in passive prone and after that, they stimulate the child to follow with the eyes/to search objects, 4 (11.8%) only perform the passive stimulation in the long cushion, 2 (5.9%) perform the practical during the hygiene routine (bath), 2 (5.9%) through infant choreographies and only one (2.9%) answered that uses ball as a way of stimulation. Ten (29.4%) educators not answered to this question.

The 32 respondents who affirmed that they stimulate seating, most part 13 (32.5%) answered that they stimulate this position in a passive form using supports and 08 (20%) not answered to this gauging.

The 35 educators who affirmed that they stimulate dragging, 7 (20%) answered that they make it by intermediary of toys to reach, while 05 (14.3%) answered that they make it through activities as to pass under obstacles (table, cradle, banks, chairs). Amongst the respondents, 11 (31.4%) of the educators do not specified how they stimulate dragging.

How the professionals stimulate the crawl was a question answered by 35 professionals, of which 12 (34.3%) do not specified how they stimulate. For 7 (20%) the stimulation of craw is performed through the imitation of animals, direct imitation of the educator and imitation of other children.

For 20 (48.8%), the majority, the stand up is stimulated with manual support and in objects, for such, they use chairs, walls, furnish; 13 (31.7%) of the professionals not specified as they stimulate this activity.

The stimulation of the march is an activity made for 43 educators. For 15 (34.9%) the march is stimulated using some kind of support (manual, furniture), for the child acquires this activity. They do not specified the type of stimulation 10 (23.2%) of the educators.

Inquired about their practical work while educators in the stimulation of the infant development, in referring to the perceived difficulties, 15 (27.3%) educators did not answer to this question. Amongst that they had answered, 9 (16.4%) affirmed to be the lack of specific knowledge on neuropsychomotor stimulation the biggest difficulty found. Two groups of 8 (14.5%) educators each one had answered, respectively, that the biggest difficulty found is the relation between the number of children and of professionals (much child for few professionals), and in opposite, the other group answered to do not perceive difficulties. The tough routine also was cited for 4 (7.3%) of the educators as difficulty perceived in the neuropsychomotor stimulation.

In accordance with Baptist (1998), the institution, with its rigid routine, uniform and standard process seems to make difficult the experience of the children's rights and their multiple dimensions.

CONCLUSION

It was evidenced some difficulties and/or problems that need to be cured as, for example, the inexistence of a theoretical base of specific knowledge on the part of the educators who develop works with the children proceeding from the absence of adjusted professional formation, especially from the classroom assistants. Another factor is the reduced number of educators that in a certain form makes impracticable a direct and more efficient work with the children.

The activities of stimulation routine should be developed daily to make the child acquire indispensable habits to the preservation of the physical and mental health and to have a good development. In a general form this does not occur. The day care centers structuralize one same routine of assistance activities for the children and they do not complement with routines of essential stimulation.

The choice of the toys is the criterion of the proper children. The toys are in most of times on the floor at the classroom.

On this way, it can be characterized the perception of the participant educators of the study in municipal day care centers of Florianópolis on Neuropsychomotor Development and the chances of its stimulation in babies from 0 to the 24 months as little satisfactory. The deficit qualifications of the educators added to the inadequate use of materials are the factors that more intervene with the chances of neuropsychomotor stimulation in suckle period.

Andraca (1998) affirms that, a favorable environment can slow down the rhythm of the development, what can decrease the complexity of interaction of the child with the environment, restricting its capacity of learning.

As affirms Almeida (2002), when we provide a formation of quality to the professors, we will be subsidizing to them in the construction of their practical, giving to them the conscience of practical- theoretical options that make, participating actively of a social historical process and then, releasing of standards imposed by the origin insecurity of the unfamiliarity of their object of work - THE INFANCY.

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NEUROPSYCHOMOTOR DEVELOPMENT IN FIRST INFANCY: ANALYSIS OF THE DAY CARE MUNICIPAL CENTERS OF FLORIANÓPOLIS

ABSTRACT

Increase in woman insertion at the work market, as well as the voluntary search of socialization spaces for the children, has improving the importance of childhood education's institutions. Regarding the intense neuropsychomotors modifications that characterize childhood, its emergent to look at on the education professionals who work with this people. This work aimed to characterize the perception of educators that work in municipal day-care centers from Florianopolis on Neuropsychomotor Development and chances of its stimulation in babies of 0 to 24 months old. The sample group was composed by 55 educators of municipal day-care centers of Florianopolis. The choice of educators was by a random drawing regarding the roll of the institutions available in the Education Secretary's Office from Florianopolis (Childhood Education Department) Home Page. A questionnaire composed by 28 open and closed questions was used as research instrument. The data collection became fulfilled in the period of 2006 March to April. Statistical treatment data was made with software SPSS® version 13.0, and qualitative approach by content analysis. The data had been analyzed by descriptive statistics (average standard deviation, minimum and maximum value for quantitative variable; frequency and ratio for qualitative variable). The results had shown that the chances of neuropsychomotor stimulation at municipal day-care centers from Florianopolis are insufficient. Multiple factors had been observed that intervene in stimulation activities for children up to 2 years as the deficiency in educators professional formation, the lack of their specific knowledge, the lack of appropriate materials for the activities, among others. Continuation of this study is suggested, with bigger sample size, and comments about the environment of the day-care center and the practical ones of stimulation by educators.

Key-Words: Neuropsychomotor Development (DNPM), Childhood, Day-care centers, Childhood Education.

DEVELOPPEMENT NEUROPSYCHOMOTEUR DANS LA PETITE ENFANCE :
ANALYSE DES CRÈCHES MUNICIPALES DE FLORIANOPOLIS

RESUME

L´insertion croissante des femmes dans le marché du travail et la recherche d´espaces de socialisation pour les enfants ont augmenté l´importance des institutions d´éducation infantile. Si l´on considère les intenses modifications neuropsychomotrices qui se produisent dans la phase d´allaitement, il est important de jeter un œil sur les professionnels de l´éducation infantile. La recherche concerne la perception d´éducateurs intervenant dans des crèches municipales de Florianopolis sur le Développement Neuropsychomoteur et les opportunités de stimulation chez des bébés de 0 à 20 mois. Ont participé à l´étude 55 éducateurs de crèches municipales de Florianopolis. Les crèches ont été tirées au sort en considérant la liste des institutions disponibles sur la page d´accueil du Secrétariat à l´Education de Florianopolis (Département d´Education infantile). Les données ont été collectées au moyen de questionnaires avec des questions ouvertes et fermées. Le traitement statistique a été réalisé avec le logiciel SPSS ® version 13.0 tout comme pour l´analyse de contenu. La statistique descriptive a été utilisée. Les résultats montrent que les opportunités de stimulation neuropsychomotrice dans les crèches municipales de Florianopolis sont insatisfaisantes. Il existe de multiples facteurs qui interfèrent négativement dans les activités de stimulation, comme : a) la déficience dans la formation professionnelle des éducateurs ; b) leur manque de connaissance spécifique ; c) la carence de matériel approprié pour les activités. Est suggérée les continuation de l´étude, avec un échantillon plus important et l´observation ``in loco´´ des pratiques de stimulation mises en oeuvre.

Mots-clés : développement neuropsychomoteur (DNPM), petite enfance, crèches, éducation infantile.

DESARROLLO NEUROPSICOMOTOR EN LA PRIMERA INFANCIA: ANÁLISIS DE LOS CENTROS DE GUARDERÍA MUNICIPALES DE FLORIANÓPOLIS

RESUMEN

La creciente inserción de mujeres al mercado de trabajo y la búsqueda de espacios de socialización para los niños, ha aumentado la importancia de las instituciones de educación infantil. Considerando las intensas modificaciones neuropsicomotoras que ocurren en el periodo de lactancia, es importante echar un vistazo a los profesionales del área de la educación infantil. La investigación caracteriza la percepción de educadores actuantes en guarderías municipales de Florianópolis sobre Desarrollo Neuropsicomotor y oportunidades de estimulación en bebés de 0 a 24 meses. Participaron del estudio 55 educadores de guarderías municipales de Florianópolis. Las guarderías fueron sorteadas considerando la lista de instituciones disponible en la home page de la Secretaría de Educación de Florianópolis (Departamento de Educación Infantil). Los datos fueron recogidos a través de una encuesta con preguntas abiertas y cerradas. El tratamiento estadístico fue realizado con el software SPSS® versión 13.0, así como por análisis de contenido. Fue utilizada la estadística descriptiva. Los resultados muestran que las oportunidades de estimulación neuropsicomotoras en las guarderías municipales de Florianópolis resultan insatisfactorias. Existen múltiples factores que intervienen negativamente en las actividades de estimulación, tales como: a) deficiencia en la formación profesional de los educadores; b) falta de conocimiento específico de los mismos; c) carencia de materiales adecuados para las actividades. Se sugiere una continuación del estudio con una muestra mayor y una observación "in loco" de las prácticas de estimulación utilizadas.

Palabras clave: Desarrollo Neuropsicomotor (DNPM), Primera Infancia, Guarderías, Educación Infantil.

DESENVOLVIMENTO NEUROPSICOMOTOR NA PRIMEIRA INFÂNCIA: ANÁLISE DAS CRECHES MUNICIPAIS DE FLORIANÓPOLIS

RESUMO

A crescente inserção da mulher no mercado de trabalho, bem como a busca voluntária de espaços de socialização para as crianças, tem elevado a importância das instituições que trabalham com educação infantil. Considerando as intensas modificações neuropsicomotoras que caracterizam a fase da lactência, torna-se emergente lançar olhar sobre os profissionais de educação que trabalham com esta faixa etária. O objetivo deste trabalho foi caracterizar a percepção de educadores atuantes em creches municipais de Florianópolis sobre Desenvolvimento Neuropsicomotor e oportunidades de sua estimulação em bebês de 0 a 24 meses. O grupo amostral foi composto por 55 educadores de creches municipais de Florianópolis. A escolha dos educadores foi realizada sob forma de sorteio aleatório considerando a listagem das instituições disponível na home page da Secretaria de Educação de Florianópolis (Departamento de Educação Infantil). Foi utilizado como instrumento de pesquisa um questionário composto de 28 perguntas abertas e fechadas. A coleta de dados realizou-se no período de março a abril de 2006. O tratamento estatístico dos dados foi feito através do software SPSS® versão 13.0, além de abordagem qualitativa por intermédio de análise de conteúdo. Os dados foram analisados por meio de estatística descritiva (média, desvio-padrão, valor mínimo e máximo para variáveis quantitativas; freqüência e proporção para variáveis qualitativas). Os resultados mostraram que as oportunidades de estimulação neuropsicomotora nas creches municipais de Florianópolis são insuficientes. Foram observados múltiplos fatores que interferem nas atividades de estimulação com crianças até 2 anos como a deficiência na formação profissional dos educadores, a falta de conhecimento específico dos mesmos, a carência de materiais apropriados para a realização das atividades, entre outros. Sugere-se a continuação do estudo, com tamanho amostral maior, além de observações a serem realizadas no que diz respeito ao ambiente da creche e às práticas de estimulação dos educadores.

Palavras-Chave: Desenvolvimento neuropsicomotor (DNPM), Primeira Infância, Creches, Educação Infantil.