



Sleep & Rest Policy

Aim

Sutherland Presbyterian Church Preschool caters for children aged from 2 to 5 years and recognises the varied sleep and rest requirements for children in this age range. As such we offer an environment that supports each child's individual needs throughout the day and is flexible with this based on the child while considerate of the safe sleeping guidelines to support each child's wellbeing.

Implementation

We acknowledge that children's needs for sleep and rest are impacted by a number of variables, including age, development, health issues, sleep patterns at home, changes in behaviour and children's well-being. As such we aim to create an environment that supports all children's needs in the following ways:

The inside and outside environments offer quiet areas for children to retreat to and rest if they wish.

Children are able to ask for whatever they need during the day to support their needs, for example a cushion or a bed to rest on. We encourage children to demonstrate their agency around their needs and feel confident in advocating for their voice to be heard and valued.

After lunch there is no formal rest time for those children who wish to rest or sleep. Rest or sleep throughout the day is able to be initiated by either parent or child on a needs/ desired basis.

Children are given beds to lay on in a quiet section of the environment. This may be inside or outside depending on where the children choose to rest. An educator will always stay with those children sleeping or resting to maintain supervision if not in the vicinity of the other children.

Children not wishing to rest, or sleep continue on with the curriculum without any need for changes in experiences. If playing in an area near children who are sleeping, or resting, children are encouraged to use quiet voices to respect the needs of their peers and develop their ability to demonstrate empathy.

Families are communicated with regularly to ensure their child's sleep needs are met and any changes in the home environment are matched inside the preschool. If a family member requests a child has a rest because they had a restless sleep or a late night, we will encourage the child to have a rest but will not force this to occur.

Children may choose whether they wish to fall asleep independently or be supported to go to sleep by an educator patting them or rubbing their back. Children are encouraged to request what support they need, if any, and this is then provided.

On waking from their nap, children are able to rest on their beds and get up in their own time (they are not rushed). This may also entail sitting with the educator for wake up comfort if they wish.



Procedures

Bed hygiene

Children's sheets are used for the entire week (of attendance) and then removed and washed in the on site laundry.

Once sheets are removed beds are washed with warm soapy water

If a child had a toileting accident while on their bed then the sheets are removed and washed separate to other items, and the bed is washed before being used again.

Communication of children's sleep/rest

A child's sleep or rest will be documented and communicated to families via the Kindyhub app available on the same day.

The information will contain the length of time the child slept as well as the time the child went to sleep and when they woke up.

Safe Sleep environment

The environment where children are sleeping should be in line with safe sleep guidelines including:

- Adequate lighting for supervision while still supporting sleep/rest
- Well-ventilated - windows/doors open, outside, fans/aircon
- Free of hazards - well-maintained equipment, clear floors, no additional items on beds beyond bedding
- No necklaces during rest time
- Enough space between beds to walk between children
- Placing children head to toe, or top and tail, so that their faces are not next to each other to avoid spreading germs.

Supervision

Children who are sleeping or resting will be closely monitored by educators in the vicinity and at least every 30 minutes a supervision check will be recorded where the following will be observed:

- Ensure the environment is safe and free of hazards
- Ensure children's faces are uncovered
- Ensure children's breathing is steady and calm
- Ensure there are no changes to children's skin colour, especially around lips and face

Should a child have a specific medical condition where this may impact the risks involved with sleep the supervision will increase accordingly and a record of this child's more regular sleep checks will be made, at least every 10 minutes. Sleep check times will be recorded on the Sleep Checklist in KIndyhub.



Source

Education and Care Services National Regulations

Staying Healthy in Child Care 5th Edition

<http://www.acecqa.gov.au/Safe-sleep-and-rest-practices>

Compliance evidence:

Education and Care Services National Regulations (2021) 81, 82, 87, 103, 105, 106, 107, 110, 115, 168, 169, 170, 171, 172

National Quality Standards 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1, 7.2

Date of last review: June 2020

Date of current review: Feb 2023

Date of next review: Feb 2024

This policy was written and updated in consultation with Rare Support.

Approved by: Lisa Collins (Director)/ Barbara Black (Preschool Management Committee).

Key Regulations

81 Sleep and rest

(1) The approved provider of an education and care service must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children .

(2) A nominated supervisor of an education and care service must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children.

82 Tobacco, drug and alcohol-free environment

(1) The approved provider of an education and care service must ensure that children being educated and cared for by the service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.

103 Premises, furniture and equipment to be safe, clean and in good repair

(1) The approved provider of an education and care service must ensure that the education and care service premises and all equipment and furniture used in providing the education and care service are safe, clean and in good repair.



106 Laundry and hygiene facilities

(1) The approved provider of an education and care service must ensure that the service has—

(a) laundry facilities or access to laundry facilities; or

(b) other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering—

that are adequate and appropriate for the needs of the service.

(2) The approved provider of the service must ensure that laundry and hygienic facilities are located and maintained in a way that does not pose a risk to children.

110 Ventilation and natural light

The approved provider of an education and care service must ensure that the indoor spaces used by children at the education and care service premises—

(a) are well ventilated; and

(b) have adequate natural light; and

(c) are maintained at a temperature that ensures the safety and wellbeing of children.

115 Premises designed to facilitate supervision

The approved provider of a centre-based service must ensure that the education and care service premises (including toilets and nappy change facilities) are designed and maintained in a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.

170 Policies and procedures to be followed

(1) The approved provider of a centre-based service must take reasonable steps to ensure that nominated supervisors and staff members of, and volunteers at, the service follow the policies and procedures required under regulation 168.



Sutherland Presbyterian Church Preschool

ACECQA Safe sleep and rest practices

Children of all ages

- Children should sleep and rest with their face uncovered.
- A quiet place should be designated for rest and sleep, away from interactive groups. If designated for rest, the space should allow for a calm play experience.
- Children's sleep and rest environments should be free from cigarette or tobacco smoke.
- Sleep and rest environments and equipment should be safe and free from hazards.
- Supervision planning and the placement of educators across a service should ensure educators are able to adequately supervise sleeping and resting children.
- Educators should closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin. Service providers should consider the risk for each individual child, and tailor Sleep and Rest Policies and Procedures (including the frequency of checks/inspections of children) to reflect the levels of risk identified for children at the service. Factors to be considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

Individual children

- Ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences, while those children who do wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required).
- It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- Consider that there are a range of strategies that can be used to meet children's individual sleep and rest needs.
- Look for and respond to children's cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, decreased ability to regulate behaviour and seeking comfort from adults).
- Avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting.
- Minimise any distress or discomfort.
- Acknowledge children's emotions, feelings and fears.
- Understand that younger children (especially those aged 0–3 years) settle confidently when they have formed bonds with familiar carers.
- Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces. Wherever viewing windows are used, all children should be visible to supervising educators.



Sutherland Presbyterian Church Preschool

Source:

<https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>