

Oak Flats Public School Preschool



Sleep and Rest procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
<p>2. Children’s Health and Safety</p> <p>2.1 Health</p> <p>2.2 Safety</p> <p>3. Physical Environment</p> <p>3.1 Design</p>	<p>Regulation 81 Sleep and Rest</p> <p>Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair</p> <p>Regulation 110 Ventilation and natural light</p> <p>Regulation 115 Premises designed to facilitate supervision</p> <p>Part 4.7 Governance and Leadership</p> <p>Division 2 Policies and Procedures</p>	<p>Leading and Operating Department Preschool Guidelines</p> <p>Preschool sleep and rest guidelines</p>
<p>Pre-reading and reference documents</p>		
<p>ACECQA sleep and rest practices</p> <p>Safe Sleeping</p> <p>ACECQA Sleep and rest for children</p>		

Relevant Preschool Procedures

- Emergency and evacuations
- Interactions with children
- Providing a child safe environment
- Staffing

Introduction

Effective sleep and rest strategies are important factors in ensuring a child feels secure and is safe at a service.

Services should consult with families about their child's individual needs and be sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest. Red Nose safe sleeping guidelines should be adhered to and families informed.

All children have individual sleep and rest requirements. Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

The preschool ensures that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs as advised by the child's parents / carers.

Staff roles and responsibilities

School principal

The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.

The principal is responsible for ensuring:

- the preschool is compliant with legislative standards related to this procedure at all times
- all staff involved in the preschool are familiar with and implement this procedure
- all procedures are current and reviewed as part of a continuous cycle of self- assessment.

<p>Preschool supervisor</p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This includes:</p> <ul style="list-style-type: none"> ● analysing complaints, incidents or issues and what the implications are for the updates to this procedure ● reflecting on how this procedure is informed by relevant recognised authorities ● planning and discussing ways to engage with families and communities, including how changes are communicated ● developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
<p>Preschool educators</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> ● all staff in the preschool and daily practices comply with this procedure. This includes all staff, casuals, lunch cover, volunteers and anyone else who works in the preschool ● storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers ● being actively involved in the review of this procedure, as required, or at least annually ● ensuring the details of this procedure's review are documented.
<p>Procedure</p>	

Meeting the needs for sleep and rest

- The preschool educators ensure the individual sleep and rest requirements of each child are met, as advised by their family, having regard to the ages, development stages and individual needs of the children. This information is collected on the authorisation form and discussed during the enrolment interview and throughout the year as necessary.
- Parent input on their child's sleep and rest needs are written on the *Preschool General Permission form*.
- Children are not forced to lie down or sleep.
- There is a comfortable, quiet area, both inside and outside, that a child can retreat to at any time of the day to rest. These areas are under the COLA outside and the book corner inside.
- At any time during the day a child may request to have a rest or sleep. Provisions are made for them to rest/sleep for as long as is required.
- There is a designated rest / quiet period included in the daily routine / timetable. This occurs after lunch (approximately 11:45am). Children are encouraged to choose a quiet activity, rest in a quiet area, read a book, or participate in yoga, meditation, audio books, listen to music or watch a relaxation video. Cosmic Kids yoga, tai chi, smiling minds, and breathing videos are used as relaxation exercises, promoting quiet, calm and self regulation. This period of time is conducted indoors to enable adequate supervision and suitable activities for all children to meet their individual needs, whether sleep, relaxation or a quiet activity.
- Sleeping and resting children and the sleep and rest environments are closely monitored.. This involves checking / inspecting sleeping children at regular intervals, and ensuring a staff member is always within sight and hearing distance of sleeping and resting children so that they can maintain supervision.
- Children are encouraged to sleep on their backs before they fall asleep and then turn to a comfortable position once asleep.
- If a child sleeps during the preschool day, their family is informed of the length of time they slept. The time is recorded on a piece of paper and a note is made on the family sign in/out sheet for the parent/carer collecting the child to see a staff member. The information is

communicated to the family at pick up time by the staff member manning the door. Any educator can document the sleep and / or inform the parent / carer. The sleep and notation is also shared verbally amongst educators.

- If children wish to, they are able to lie down with a pillow and sheet and / or blanket on a mat. Sheets, blankets and pillows/covers are stored in the linen press and mattresses are kept in the storeroom. Any linen, pillows or soft toys are washed at the end of the day and the mattress is sprayed with disinfectant after use.
- Family's preferences regarding sleep and rest are considered while ensuring children feel safe and secure in the environment.
- The staff use a range of practices to manage sleep, rest and relaxation needs. Children sleep, rest and relax in a range of different ways. Some children may prefer to quietly rest and read; some may enjoy relaxation activities like guided meditation or yoga; some may need to be more active in order to then sleep and/or relax.
- Areas for sleep and rest are well ventilated and have natural lighting.
- Staff ensure children sleep and rest with their face uncovered. If a child's face becomes covered, by any clothing or other whilst they are resting / sleeping, the staff / carer will immediately uncover the child's face. In addition, children should be asked to remove jumpers with hoods and cords, hats etc. whilst resting and / or sleeping, to reduce the risk of choking or strangulation.
- Staff maintain adequate and direct supervision and educator to child ratios throughout the rest / sleep period and whenever a child is asleep .
- Each child's circumstances and current health are assessed to determine whether higher supervision levels and checks may be required whilst they are sleeping e.g. Children who are unwell will need to be monitored constantly whilst sleeping especially if they have a high temperature, vomited or received minor trauma to their head. In addition children who are taking medication or have recently received a vaccine may experience increased drowsiness (or restlessness) and this will also need to be taken into consideration.

- Children are encouraged to recognise their need for rest through the provision of rest, relaxation and self-regulation.

Record of procedure's review
Date of review and who was involved
27/08/2022 Sarah Beesley and Nicole Tate
12/05/2023 Alice Wigny, Elisa Higgs, Natalie Shephard, Amanda Falcon & Jodi Niedermayer
Key changes made and reason/s why
Annual review Aligning with Department's procedure template
Checked links are accessible
Record of communication of significant changes to relevant stakeholders
Sent to Principal for review 28/08/22 Posted on Kinderloop for parent and community input 14/09/22
Sent to Principal for review 12/05/23 Posted on Kinderloop for parent and community input 17/05/23

Copy and paste a new row to record each occasion the procedure is reviewed.