

Sleep and rest for children

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
NQS: 2.1 Regulations: 84A, 84B, 84	Leading and operating department preschool guidelines	ACECQA – sleep and rest practices ACECQA's policy and procedures guidelines – Sleep and rest for children [PDF 254 KB] Sleep and rest for children - Procedure guidelines for early childhood education and care services [PDF 682 KB] Regulatory guidance: Children's safe sleep and rest [PDF 1,400 KB] Red Nose

Responsibilities

School principal	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> 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>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<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 could include:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and the implications for updates to this procedure

	<ul style="list-style-type: none"> reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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.
Preschool teacher(s) and educator(s)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers they are actively involved in the review of this procedure, as required, or at least annually details of this procedure's review are documented.

Procedure

Introduction	The children are between the ages of 3 to 5. The majority do not require regular time to sleep or rest.
Communication	<ul style="list-style-type: none"> <i>During the Entry Point Interview</i>, prior to commencing preschool, parents/carers share their child's sleep/rest needs. If a child's sleep/rest needs change the parent/carer can notify an educator face-to-face, through a message on ClassDojo or in writing. This is also noted on the <i>Daily Arrival and Departure Register</i>. If a child has had disrupted sleep the night before the parent/carer notifies an educator on arrival to alert them that their child may need a sleep that day. This is also noted on the <i>Daily Arrival and Departure Register</i>. A class list records any child who has been identified as requiring sleep/rest during the day as identified by the parent/carer during the <i>Entry Point Interview</i>. This list is kept in the casual folder. If a parent/carer indicates a permanent change to their child's sleep/rest needs, this will be updated on the class list in the casual folder and communicated to all preschool educators through the Coota Gulla Preschool teams group. If a parent/carer indicates change to their child's sleep/rest needs for that day, the information is noted on the <i>Daily Arrival and Departure Register</i> and communicated to all preschool educators through the Coota Gulla Preschool teams group. An <i>Eat/Sleep Register</i> is used to record if a child has eaten during Break 1 and 2, if they have had a sleep (including times) and/or they have had a rest (including times). These sheets are on a clipboard near the bag area. When a parent/carer picks up their child an education will inform the if their child has had sleep/rest on that day. Additionally, this information can also be communicated as a message through ClassDojo. If a child is tired they can talk to an educator who will organise sleep/rest time.

	<ul style="list-style-type: none"> Information regarding sleep and rest, including the practice that no child is ever be forced to lie down or sleep, is available in the casual folder.
Supervision	<ul style="list-style-type: none"> The sleeping/resting area is within the main classroom, therefore there is a clear line of sight between educators and children sleeping/resting. If a child has any of the conditions below and are asleep one of the educators will be nominated on the day to check on them every 10 minutes. <ul style="list-style-type: none"> a cold respiratory or chronic lung disorder a specific health care need a high temperature vomited minor trauma to their head taken medication recently received a vaccine a history of sleeping issues. Whether sleeping, resting or playing, all children are within line of sight. Children are encouraged to sleep on their backs before they fall asleep and then turn to a comfortable position once asleep. The educator organising the space for sleep/rest will ensure children are not wearing any choking hazards, for example jumper hood cords or ties, scarves, necklaces. As part of the supervision process educators will ensure sleeping children's faces are not covered by clothing or linen.
Environment	<ul style="list-style-type: none"> There is a carpeted area near the IWB. This is where children sleep/rest when indoors. There is a real grass area near the tree. This is where children sleep/rest when outdoors. These areas are checked for any hazards that may pose a choking risk, for example toys that could be rolled onto, window dressings prior to setting up for sleep/rest. The sleep/rest space is open with natural lighting, windows for ventilation and the air conditioning system automatically adjusts the temperature.
Equipment	<ul style="list-style-type: none"> Vinyl covered mats are available for children to use when sleeping/resting. The vinyl covered mats are kept in the classroom storerooms. After use, the educators wipe them down with antiseptic wipes. Once dry, they are returned to the storerooms. Parents/carers provide linen and/or pillows. At the end of every week (Wednesdays for Goannas Wagul and Bula; Friday for Gynea Lilies) these are sent home for the parents/carers to launder and return the following week.

Quiet or rest time

- There is no dedicated quiet or rest period.
- There is flexibility in the daily routine to cater for children's changing sleep, rest and/or relaxation needs.
- During quiet or rest time, children who do not want to lie down can read a book, complete a puzzle or participate in relaxation activities with an educator.

Record of procedure's review

Date of review	20/5/24
Who was involved	Preschool educators
Key changes made and reason why	Updated to the new template and new preschool site
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated procedure Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.

Date of review	6/12/23
Who was involved	Preschool Staff
Key changes made and reason why	Updated and reviewed to reflect the new preschool space. (6/12/23)
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated procedure Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

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