



Preschool sleep and rest procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 81	Leading and Operating Department Preschool Guidelines Preschool sleep and rest guidelines
Pre-reading and reference documents		
ACECOA sleep and rest practices		
Staff roles and 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. 	
Preschool educators	<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 procedure is stored in the preschool, and made accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • details of this procedure are reviewed and documented. 	
Procedure		



**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. Information regarding sleep patterns, needs and routines are gathered during meet and greet interviews prior to enrolment. Families are encouraged to reach out to educators in regards to any changes in their child's sleep needs. Any changes are shared between all educators during preschool meetings and daily communications.
- 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. In the indoor environment there is the calming cave that is furnished with ample cushions, blankets, books, snuggly toys and fidget tools. Children are explicitly taught the purpose of space (eg. Not a play space) and taught how to use the resources provided in the space. Outdoors there is a similar calming space that is purpose built for the outdoor environment. It is furnished with cushions, soft flooring and books and children are taught to use this space when they are seeking a quiet, restful and calm space during outdoor play. In both spaces the zones of regulation and the 5 finger breathing technique are displayed to support children's self-regulation.
- There is a designated rest / quiet period included in the daily routine / timetable. At approximately 1:30 each day 15-25 minutes are programmed for designated rest time. During this time sleeping mats are available for all children as required and calming music with visuals (eg. Nature scenes) are played. The blinds are lowered to create a dimmer environment and the area is well ventilated with fans or air conditioning as required. The timing, duration and nature of the designated rest /quiet period changes in accordance with children's needs as they progress in development throughout the year and prepare for the transition to formalised schooling in the upcoming year.
- At any time of day if a child indicates that they are tired a mattress will be provided for them and children are encouraged to sleep/rest their bodies. If a child who doesn't usually rest, falls asleep, staff will ring the parents to find out their wishes. Sleep times are recorded on the daily sign in sheet and parents are communicated with at pick up.
- If a child doesn't want to rest during the designated rest / quiet period, they are able to engage with a quiet activity. Children who do not wish to rest are able to read a book, play with fidget tools, watch liquid timers or do a puzzle for the rest/quiet period. Children are taught to be mindful of peers who may still need to rest.
- Adequate supervision is maintained while some children rest and others engage in activities. All children rest in the same area so that adequate supervision is always maintained. Sleeping children are



	<p>checked in 5 minute intervals and educators communicate to ensure checks and supervision is maintained. Children who are known sleepers are positioned in the room where they can continue to sleep without interrupting the flow of the day should they sleep for an extended period of time.</p> <ul style="list-style-type: none"> • 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. Sleep times are recorded on the daily sign in sheet by preschool educators and parents are communicated with at pick up. • If children wish to, they are able to lie down with a pillow and sheet and / or blanket. Blankets, sheets and pillows are supplied by preschool. Preschool mattresses are wiped over with disinfectant after each use and pillows and blankets are washed regularly with school washing machine.
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Record of procedure's review
Date of review and who was involved
5/05/2023 Anna Clemesha, Maree Guy & Larissa Polak
Key changes made and reason/s why
New template
Record of communication of significant changes to relevant stakeholders
Working within our new space led us to more efficient practices and procedures.

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

**LISMORE SOUTH PUBLIC SCHOOL
NGULLIBOO JARJUMS PRESCHOOL**

*Nominated Supervisor/Responsible Person/
Educational Leader: Larissa Polak*

