

Sleep, Rest, Relaxation and Clothing Policy

NQS

QA2	2.1.1	Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
	3.1.1	Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
	3.1.2	Upkeep - Premises, furniture and equipment are safe, clean and well maintained
	6.1.2	Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
	6.1.3	Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
	7.1.3	Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service

National Law

Section	165	Offence to inadequately supervise children
	167	Offence relating to protection of children from harm and hazards

National Regulations

Regs	81	Sleep and Rest
	82	Tobacco, drug and alcohol-free environment
	87	Incident, injury, trauma and illness record
	103	Premises, furniture and equipment to be safe, clean and in good repair
	105	Furniture, materials and equipment
	106	Laundry and hygiene facilities
	110	Ventilation and natural light
	168(2)(a)(v)	Education and Care Services must have policies and procedures relating to sleep and rest for children

EYLF

LO3	Children take increasing responsibility for their own health and wellbeing
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- Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
- Educators consider the pace of the day within the context of the community.
- Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation.

Aim

Our Service aims to meet each child's needs for sleep, rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child's family.

Related Policies

Enrolment Policy

Governance Policy

Health, Hygiene and Safe Food Policy

Incident, Injury, Trauma and Illness Policy

Medical Conditions Policy

Physical Environment Policy

Staffing Arrangements Policy

Tobacco, Drug and Alcohol Policy

Implementation

Most children benefit from periods of rest which help them grow and prepare them for meaningful learning experiences. Rest periods are included in all children's daily routine consistent with their developmental needs, including a short period of rest each day for older children.

Educators have a legal obligation to ensure children are safe when sleeping or resting, and our safe sleep and rest procedures follow current Red Nose guidelines, the recognised national authority in this area, as well as relevant guidance from ACECQA and our Regulatory Authority. Educators will accommodate any requests about their child's sleeping practices where these are not inconsistent with the safe sleeping practices discussed in the policy.

Educators must also comply with laws requiring them to offer children sleep and rest based on their age, development and individual sleep and rest needs. Educators will take into account families' preferences about the amount of sleep their child has at the service, but if a child is displaying signs of tiredness, educators must allow the child to sleep or rest for a reasonable period of time.

Where families are concerned that children's sleep at the service is impacting night sleep patterns, educators will discuss expected sleep patterns with families based on advice from recognised authorities and adjust a child's sleep time at the service if appropriate. The Nominated Supervisor and educators, however, will make the final decision about the child's sleep and rest at the service to ensure they can meet their obligations. For example, if a resting child falls asleep without assistance in instances where families have requested the child not have naps, educators may allow the child to sleep for a period they believe is in the best interests of the child.

Approved Provider Responsibilities

The Approved Provider must ensure systems are in place to ensure the health and safety of children, including during periods of sleep and rest. These systems include effective induction processes, training opportunities, spot checks and audits of educator practices and sleep/rest environment, and procedures ensuring compliance with policies and procedures, including supervision and safe sleep practices.

The Approved Provider is also responsible for ensuring there is suitable furniture and equipment, for example, cots which comply with relevant Australian Standards, and the environment is hygienic and comfortable.

Nominated Supervisor Responsibilities

The Nominated Supervisor must ensure sleep practices, environment and equipment are safe and reflect best practice guidelines from recognised authorities, and educators understand and follow Service sleep and rest policies and procedures, including the safe sleeping practices in this policy at all times.

To promote children's safety and wellbeing during sleep and rest periods, the Nominated Supervisor will also ensure:

- sleep and rest environments are quiet and restful
- sleep spaces are light enough to allow supervision and for educators to properly see babies' and toddlers' breathing, lip and skin colour (and that of older children who may be ill, have additional needs etc) when they physically check them
- a timer is used to ensure 10 minute checks of sleeping or resting babies and toddlers is not overlooked
- there are comfortable spaces for children to engage in quiet activities if they're not sleeping or resting
- rostering enables adequate supervision of sleeping and resting children
- ratios are maintained at all times children are sleeping and resting
- hanging cords or strings from blinds, curtains, mobiles or electrical devices are away from cots and beds/stretchers
- babies are never left to sleep in a bassinet, hammock, pram or stroller
- heaters and electrical appliances aren't near cots or beds/stretchers
- there is no furniture in the sleep or rest area that a child could pull over or collapse onto themselves
- information about safe sleeping practices is discussed during enrolment and displayed or available in the parent information area.

Family Responsibilities

If a child has a medical condition which prevents educators from following these procedures, for example the child cannot sleep on their back, a medical practitioner must authorise an alternative resting practice in writing as part of the child's Medical Management Plan.

Families should also update educators on their child's sleeping routines and patterns when these change, and let educators know when their child has not slept well during the night.

Educator Responsibilities

To ensure children's safety and wellbeing during sleep and rest periods, educators and volunteers will:

- ensure they can always see and hear sleeping or resting children
- accommodate each child's and family's preferences, for rest, sleep and clothing, including cultural and religious preferences, to the extent they are consistent with this policy
- provide children who do not require sleep or rest with quiet, meaningful activities
- encourage children to communicate their needs for sleep and rest and make appropriate decisions about these needs
- support children who need rest and relaxation outside the designated rest time
- respect the privacy needs of each child when dressing and undressing
- play calm, relaxing music
- communicate daily with families about their child's sleep and rest routines
- comfort children when required. Educators try to avoid rocking children to sleep so they don't expect this at home
- ensure babies are never left to sleep in a bassinet, hammock, pram or stroller
- ensure hanging cords or strings from blinds, curtains, mobiles or electrical devices are away from cots and mattresses
- implement the safe sleeping practices which follow at all-times, with the only exception based on written authorisation from a child's doctor

Safe Sleeping Practices

All children

- can always see and hear sleeping or resting children and children actively supervised ie educators are not distracted by other duties
- child's face is never covered when they sleep or rest
- regular physical checks of all sleeping or resting children paying particular attention to breathing patterns and skin colour (particularly important for babies and toddlers). Checks will be more frequent if there are increased risk factors eg medical conditions, illness or sleep issues.
- temperature of rest environment monitored to ensure it's not too hot or cold
- adequate space between sleeping and resting children

Babies and toddlers

- babies and toddlers placed on back
- babies re-positioned onto back when they roll onto their front or side if they cannot repeatedly roll from back to front to back (occurs around 5-6 months of age). Babies who can roll back and forth may be left to find their own sleeping position

- light bedding used and tucked in tightly. Sleeping bags with a fitted neck and arm holes but no hood may be used instead of bed linen. Wraps made from lightweight material like muslin or cotton
- babies arms free from wraps once startle reflex disappears (around 3 months old)
- no wraps used if babies can roll from back to front to back again
- no quilts, doonas, pillows, soft toys, lamb's wool or cot bumpers
- no electric blankets, hot water bottles and wheat bags
- babies and toddlers placed so their feet are close to the bottom end of the cot
- no bottles given to child (for safety and dental hygiene reasons)
- no bibs on child
- dummies provided if required without chain attachments. Dummies not replaced if they fall out while child sleeping. Dummies should be phased out around age 1 following discussion with families
- babies are never left to sleep in bassinets, hammocks, prams or strollers
- toddlers moved from cot to bed if likely to succeed when attempting to climb out of cot (usually 2-3½)
- babies and toddlers sleeping/resting in the cot room physically checked from the side of the cot or toddler bed every 10 minutes and sleep record completed at this time. Physical checks do not include looking through a window or using CCTV, audio or heart monitors.

Cots

The Approved Provider and Nominated Supervisor will ensure all cots meet Australian Standards and have one of the following labels - AS/NZS 2172:2010 or AS/NZS 2195:2010 (folding cots). For normal cots this means, for example:

- cot mattresses are in good condition, clean, firm, flat and fit the cot base with no more than a 20mm gap between the mattress and the cot sides.
- the distance between slats is at least 50 mm
- cots in the lowest base position, the distance between the top of the mattress base and the top edge of the lowest cot side or end is at least:
 - 600 mm when access is closed
 - 250 mm when access is open
- for cots in the upper base position, the distance between the top of the mattress base and the top edge of the lowest cot side or end is at least:
 - 400 mm when access is closed
 - 250 mm when access is open

Portable cots (portacots) are not intended for permanent use. The Approved Provider and Nominated Supervisor will ensure portable cots, if used, are only used temporarily (no more than few days) for children up to 15 kg. Educators will ensure locking mechanisms are secure, only use mattresses supplied with the cots, and never add additional padding or a mattress under or over the mattress.

The Approved Provider and Nominated Supervisor will also ensure:

- mattress firmness complies with AS/NZS 8811.1:2013 Methods of testing sleep surfaces. This will be checked using 12 CDs or DVDs and two full one litre containers with square bottoms as follows:
 - measure 40 mm from bottom of one container and mark with a line parallel to the bottom all the way around the container
 - wrap discs in gladwrap
 - place marked container on its side on top of discs with line at edge of discs
 - place other container on top, also on its side, so it balances
 If overhanging edge of container touches mattress it is too soft.
 Mattresses will not be checked by hand.
- mattresses are not tilted or elevated
- plastic packaging is removed from new mattresses
- waterproof mattress protectors are strong, not torn and a tight fit.

Sleep and Rest Environment

The Nominated Supervisor will conduct regular safety checks of the rest environment and equipment.

To promote learning and wellbeing, educators may occasionally provide the opportunity for children to sleep or rest outdoors in suitable weather conditions eg it's not too hot or raining. Educators will ensure:

- beds are placed in clean and shaded areas ie not in wet dirt or mud
- bed linen is washed at the end of the day if it is dirtied outside
- beds are cleaned before being stored inside after rest time
- children are supervised at all times
- the quality of children's sleep and rest time is not affected by being outdoors.

Hygiene

To ensure sleeping environments are hygienic educators will:

- clean beds, linen and mattress covers with detergent and water every day or at end of week if used by same child
- clean beds, linen and mattress covers when they look dirty
- make sure each child has their own bed linen that will be wash after 5 uses or less.
- implement the Cleaning Procedure Cots and Stretchers to clean soiled cots, beds, mattresses and bed linen.

Cleaning Procedure Cots and Stretchers

Wash cots and stretchers at the end of every day with detergent and warm water, and during the day if visibly dirty. Wash sheets and mattress covers, or return them home, on child's last day for the week.

If poo/urine/vomit etc gets on the cot/stretchers/mattress/linen

1. wash hands and put on gloves
2. clean the child

3. remove gloves
4. dress the child
5. wash child's hands
6. educators wash hands
7. put on gloves
8. remove most of the soiling in the cot/bed with paper towels
9. place paper towels in garbage bin
10. put linen in a plastic-lined, lidded laundry bin. Throw liner out after linen is washed and place new liner in bin
11. clean cot or mattress thoroughly with detergent and water
12. use disinfectant after detergent if surface is or could be contaminated with infectious material.
See Spill Procedure Blood, Urine, Poo, Vomit
13. air dry if possible
14. remove gloves and wash hands
15. put clean linen in cot

Children's Clothing

To ensure children's comfort and safety at the service, they must wear clothing that is suitable for the weather, lets them explore and play freely, and minimises the risk of injury. Some clothing items and jewellery, for example, can strangle or choke young children. Educators may remove jewellery and teething necklaces if children wear them to the service.

Amber Teething Necklaces and Bracelets

Based on Australian Government product safety warnings, we do not allow children to wear amber teething necklaces or bracelets at our service. This is to minimise the risk they may choke on the beads if the necklaces or bracelets break apart.

Educators and volunteers will encourage parents to dress their children in clothes that:

- are loose and cool in summer and warm enough for cold weather including outdoor play in winter
- protect them from the sun during outdoor play
- do not restrict them or compromise their safety when playing, sleeping or resting eg no hoods, cords, ties, ribbons or crocheted jackets that can pull tight around the neck, no hats with cords or strings that may get caught on equipment and furniture, footwear that is stable and supportive eg no thongs, clogs or backless shoes which can cause children to trip, and clothing that allows easy access for toileting eg elasticised trousers and track pants rather than buttons, zips, belts etc
- can get dirty when children play ie children should not come in their best clothes

Families must clearly label all clothing with the child's name.

To ensure children's comfort educators and volunteers will:

- ensure children are appropriately dressed for the weather, play experiences, and rest and sleep
- provide clean spare clothing to children if needed

- encourage children to use aprons for messy play and art experiences to protect their clothing

Additional support materials in appendix include:

- Guidelines for Health & Hygiene for sleep & rest. (Appendix 1)
- Guidelines for sleep & rest communication. (Appendix 2)
- Guidelines for supporting sleep, rest, and relaxation in babies, toddlers & pre-school children. (Appendix 3)
- Sleep & rest time check (Appendix 4)
- Cot/Sleep Room Safety Checklist (Appendix 5)
- Sleep & rest risk assessment.

Sources

Education and Care Services National Law and Regulations

National Quality Standard

Early Years Learning Framework

Work Health and Safety Act 2011

Work Health and Safety Regulations 2017

Red Nose <https://rednose.com.au/>

NHMRC: Staying Healthy Preventing infectious diseases in early childhood education and care services

NQF e-bulletin Qld 9.5.16

Product Safety Australia eg 'Folding cots'

ACECQA Safe sleep and rest practices Information Sheet

NSW Department of Education: Sleep and rest for children – Policy/Procedure guidelines for ECEC

Review

The Management, Employees, Families and interested parties will monitor and review the effectiveness of this Policy annually. Updated information will be incorporated as needed.

- Reviewed by: Elizabeth Price
Date: 20/07/2022
Position: Nominated Supervisor
Signature: *Elizabeth Price*
- Accepted by Committee Member: *Emma Malekiou*
Date: *24/07/2023*
Position: *Secretary*
Signature: *Emma Malekiou*
- Previously reviewed: 02/07/2022
Date for next review: 20/07/2024

Heath & Hygiene Practices for Sleep & Rest of Children.



Aim: To minimise the risk of cross infection and maximising health hygiene and cleanliness procedures.

Linen & Cleaning:

- The service will provide clean linen to all children that have a rest or sleep while attending the service.
- Linen for the cots are a fitted sheet. Linen for the stretcher beds have a fitted bottom sheet with an attached top sheet.
- Clean linen is stored in the closed cupboard in the laundry to prevent cross contamination.
- Linen storage after each individual child used will be placed in individual named linen bags.
- Linen & linen bag is to be laundered after the child's after a maximum of 5 days of use. Educator will record on the wall chart each day the cot has been used by an individual child.
- Only Centre provided linen is to be washed at the Centre.
- Linen is not to be shared by children without prior washing.
- Ensure there is sufficient clean linen for the number of children attending each week.
- Remake the infant's cot if they are returning to the centre the following day.
- If not, the linen is removed for washing or put in their individual linen bag.
- In the morning prepare the cot for the infants in attendance on that day and the name on the door chart is changed to reflect this and dated.

Cleaning of Cots & Stretcher Beds

- Clean stretcher beds with an approved neutral cleaner/detergent and stack safely at the end of rest time.
- Clean cots and mattress with an approved neutral cleaner/detergent at the end of each week or before another child uses the cot if the cot is shared across the week. This is completed by the cleaner each afternoon.

Soiled beds & linen

- Soiled linen:
 - should not be carried against clothing, instead use a plastic basket, or other alternative.
 - should be removed from the cot or stretcher bed as soon as possible.
 - Will be washed separately in hot water and detergent & dried in the sun or on a hot cycle in the clothes dryer.
- Soiled beds:

- Will be cleaned with warm water & detergent as soon as possible.
- If beds or mattresses are soiled due to a child being unwell a disinfectant will be used after area is cleaned with detergent and warm water.
- Mattress and stretcher beds will be dried in the sun where possible.

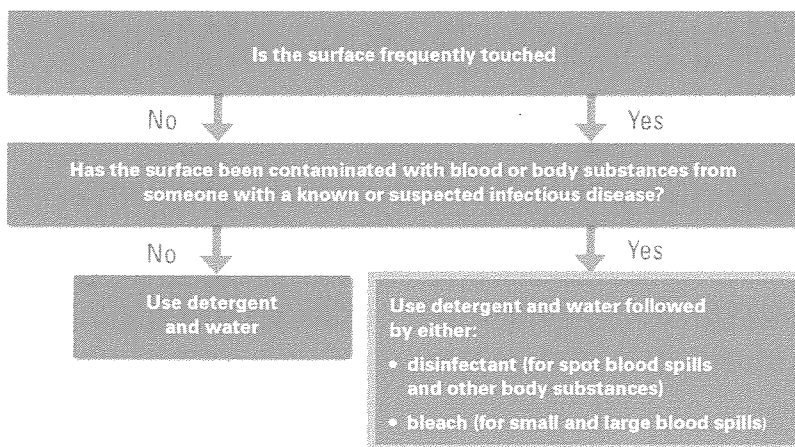
PreSchool children who are resting on lounges or cushions

- A clean sheet will be offered for the child to rest on providing a clean barrier between the child's head and the resting area.
- The sheet will be washed at the end of each day.
- Lounges and cushion covers will be washed regularly.

Cleaning solutions:

- Warm water and detergent:
 - Approved Sanitiser: Neutral Cleaner/Detergent is diluted with warm water in a small cleaning bucket or premixed detergent from a spray bottle can be used. Clothes must be rinsed between use on each cot or stretcher.
 - A red cleaning cloth will be used to clean the surfaces.
 - The cleaning cloth will be washed separately from other general washing.
- Approved Disinfectant:
 - a premix detergent used from a spray bottle with a red cleaning cloth can be used to disinfect soiled beds where infection is identified using the cleaning flow chart.

Figure 3.1 Decision tree: when to use disinfectant



Appendix Two

Guidelines for Sleep & Rest Communication



Aim: To build partnerships with families to ensure regularity and consistency in children's individual sleep and rest needs.

New enrolments:

- Parents are given a *First Days Routine Form* to complete before child starts at the service as part of their enrolment pack.
- During the enrolment interview the Nominated Supervisor or Room Leader will review the completed First Day Form. They will discuss the child's sleep and rest routine as completed by the primary carer ensuring that all information is understood and complement our Sleep & Rest Policy.
- The primary care can access our Sleep & Rest Policy which is on our website.
- The primary carer will be informed how information regarding their child's sleep will be uploaded daily on the Xplor app.

Communication within the Early Years' Educators

A summary of the child daily sleep and rest routines will be displayed in the bottle prep area. Key information included in the summary:

- Sleep times and duration of sleep.
- Any comforters is required. For example, dummy or sleeping bag.
- Sleeping routine e.g. Needs rocking sleep, self regulates, etc.

Changes to Children's Routines

- Educators will communicate each morning with parents of children under 12 months of age who have varying waking and sleeping times to ensure their daily needs are met.
- Educators will use MS Teams to communicate permanent changes to children's daily routine to other key educators.
- Educators will upload daily sleep pattern to the Xplor app to communicate to the child's primary carer's their child's sleep for each day.
- Their sleep routine is displayed in the classroom and will be update once a term, when a new child starts or when informed by family of requested changes to current routine.

Guidelines for Supporting Sleep, Rest, and Relaxation for Babies, Toddlers & Preschool Children



Aim: To support the development of healthy life-time sleep practices, educators need to work with children and families to provide appropriate opportunities to meet each child's need for sleep, rest, and relaxation.

On arrival at the centre educators must:

- Seek regular information from children and families concerning sleep, rest routines and practices which relate to their values and beliefs and discuss how this will occur at the centre.
- Assist families to store any personal sleeping materials such as sleeping bags. provided. These must be appropriate for the season
- Have access to current safe sleeping information at the centre which can be accessed by staff or families as required.
- Educators will consider the request of families in relation to children's sleep routines while taking into account the needs of the group and individual needs of each child.

Preparation of Rest Area:

- Cots and other bedding equipment and accessories must meet current Australian Standards.
- Position beds and cots with unobstructed access to assist in managing emergency situations and to reduce the risk of cross infection or injury.
- Provide children with a safe sleeping environment removing from reach all potential dangers including cords or strings, heaters and electrical appliances.
- Only one child is permitted per bed or cot for rest time.
- Ensure that the room temperature and linen is appropriate for the climate. Refer to the Red Nose information statements - Bedding Amount Recommended for Safe Sleep and Room Temperature for further information.
- Older children are to be encouraged to make their own beds.
- Ensure sleep room viewing windows are free from obstruction.
- Cots must be prepared following the below:
 - The bottom sheet must be firmly tucked in.
 - The covering sheet and light blanket must be firmly tucked in at the bottom to prevent the baby or child from covering their head during rest.
 - Where a parent requests that their infant sleeps in a sleeping bag ensure the following:
 - The sleeping bag is made so that the baby cannot slip inside the bag and become completely covered

- The sleeping bag has a fitted neck and arm holes and does not have a hood.
- Make sure that the infant has appropriate clothing on under the sleeping bag so that you do not need to use any other bedding (no sheets or blankets).
- Sleeping bags are not utilised once the infant is outside of the cot, and
- Position infant in the cot as outlined below. If the child has a soft toy at home the educator will allow the child to settle with the toy and remove once the child is asleep or before they leave the cot room.
- Do not use doonas, pillows, lamb's wool, thick quilts, bumpers, soft toys (refer to ACCC - Safe sleeping for infants), comforters or pacifiers attached to a chain in cots.

Child Transition to Rest Time:

- Each child's face and hands are to be washed before transitioning to sleep and rest time. Encourage older children to do this for themselves. Our will reflect this by:
 - Toddler or babies on one sleep per day after the lunch will have hands and face wash at the end of lunch.
 - Babies that have 2 sleep or irregular sleep staff will ensure that they are clean but washing face and hand will only occur as required.
- Remove excess clothing including hooded clothing, jewellery, bibs and shoes from all children. Encourage older children to do this for themselves.
- Ensure clothing is appropriate to the season and room temperature. If children change clothes, respect their need for privacy.
- Ensure there is sufficient lighting for staff to observe children resting and enable children to undertake quiet activities.
- Provide well-ventilated areas for sleeping and resting.
- A bottle required prior to rest, must be offered before laying the infant down. Infants are not to be placed in the cot with a bottle. Young children must always be sitting down while feeding from a bottle or sippy cup.
- Where the parent request that their infant is wrapped ensure the following;
 - Wrapping is only to be used if requested by the parent.
 - Wrap the infant from below the neck to avoid covering the face.
 - Wrap should be firm but not tight. When wrapping infant, allow for hip flexion and chest wall expansion.
 - The infant is not over dressed under their wrap, has the head uncovered and does not have an infection or fever. Use only a nappy and singlet in warmer weather and add a lightweight grow suit in cooler weather.
 - Wrap should be of muslin or light cotton material. Bunny rugs and blankets are not safe alternatives as they may cause overheating.
 - Modify the wrap to meet the baby's developmental changes, e.g. arms free once 'moro' or 'startle' reflex begins to disappear at round 3 months. Refer to the Red Nose guidelines for safe wrapping of young babies' brochure.
 - Discontinue wrapping infant when infant is able to turn onto the tummy during sleep.
 - All staff must demonstrate to the Centre Director that they are able to wrap an infant in line with the Red Nose guidelines for safe wrapping of young babies' brochure. A professional development record must be completed for this.
 - Position infant in the cot as outlined below.
- To reduce the risk of Red Nose and fatal sleep accidents ensure the following practices are being carried out:

- Always place infants on their back to sleep. Infants who are easily able to turn over and move around in the cot must still be placed on their backs while resting, even if they later choose their own resting position. This usually occurs when the child is six months or older.
- If a family requests their child sleeps contrary to these requirements, staff are to provide them with current evidence based educational resources such as Red Nose information statements in order to facilitate informed decisions regards safe sleeping. If the family is still not in agreement due to a rare medical condition, then a letter from a medical practitioner or specialist must be provided, outlining alternative sleep positions for the child. This will need to be submitted to the inclusion support team as part of an inclusion support application.
- Position the infant's feet at the bottom of the cot.
- Ensure the infant's head and face remains uncovered.

Children:

- Ensure children's needs for sleep and rest are met, having regard to each child's age and development.
- Routines and environments should be flexible enough to support children who do not require a sleep and those who seek rest and relaxation throughout the day.
- Provide quiet play activities for children who choose not to sleep or rest.

Infants:

- Infants must not sleep in a pram, rocker or bouncer. If they fall asleep in these pieces of equipment, transfer the infant to a cot.
- Cot sides must be pulled up when an infant is placed in a cot.
- Staff ensure that sleeping infants are closely monitored. Physically check resting/sleeping infants at regular intervals. Check each child in the infant sleep room to ensure that their chest or back is rising and falling and the colour of their skin to ensure their safety and wellbeing.
- Infant & toddler sleep must be recorded on the Xplor app.
- Sleeping infants must be check at 10 minute intervals and document on the record chart. (See sleep check document chart.). Educator will be given the key responsibility for checking the sleeping children.

Pre-schoolers:

- Quieter activities are offered to children after lunch in the early afternoon period of the day.
- Educator will liaise with families if their child usually has a sleep during the day.
- When children require a sleep, a quiet area will be provided.
- Children may choose to sleep on a stretcher bed, lounge or cushion on the floor.
- Educator will understand the children's unique need and be able to identify sleep cues in different children, such as eye rubbing, increased irritability, or withdrawal from activities.
- Educator will respond appropriately to children's sleep cues and off appropriate supports to allow the child to rest.

Child Transitioning Out of Rest Time:

- Acknowledge children as they wake.
- Ensure infants and children's clothing is appropriate to the season and temperature. Encourage older children to dress themselves. If children change clothes, respect their need for privacy.

- Prior to children moving to quiet learning experiences, encourage them to remove the bed linen and place it in their sleep bag.
- Store linen appropriately to prevent cross contamination.

Appendix Four

Day	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign	Sign
Mond ay- AM	9.00	9.10	9.20	9.30	9.40	9.50	10.00	10.10	10.20	10.30	10.40	10.50	11.00	11.10	11.20	11.30	11.40	11.50	12.00
Mond ay-PM	12.10	12.20	12.30	12.40	12.50	1.00	1.10	1.20	1.30	1.40	1.50	2.00	2.10	2.20	2.30	2.40	2.50	3.00	3.10
Tuesd ay- AM	9.00	9.10	9.20	9.30	9.40	9.50	10.00	10.10	10.20	10.30	10.40	10.50	11.00	11.10	11.20	11.30	11.40	11.50	12.00
Tuesd ay- PM	12.10	12.20	12.30	12.40	12.50	1.00	1.10	1.20	1.30	1.40	1.50	2.00	2.10	2.20	2.30	2.40	2.50	3.00	3.10
Wedn esday -AM	9.00	9.10	9.20	9.30	9.40	9.50	10.00	10.10	10.20	10.30	10.40	10.50	11.00	11.10	11.20	11.30	11.40	11.50	12.00
Wedn esday -PM	12.10	12.20	12.30	12.40	12.50	1.00	1.10	1.20	1.30	1.40	1.50	2.00	2.10	2.20	2.30	2.40	2.50	3.00	3.10
Thurs day- AM	9.00	9.10	9.20	9.30	9.40	9.50	10.00	10.10	10.20	10.30	10.40	10.50	11.00	11.10	11.20	11.30	11.40	11.50	12.00
Thurs day- PM	12.10	12.20	12.30	12.40	12.50	1.00	1.10	1.20	1.30	1.40	1.50	2.00	2.10	2.20	2.30	2.40	2.50	3.00	3.10
Friday -AM	9.00	9.10	9.20	9.30	9.40	9.50	10.00	10.10	10.20	10.30	10.40	10.50	11.00	11.10	11.20	11.30	11.40	11.50	12.00
Friday -PM	12.10	12.20	12.30	12.40	12.50	1.00	1.10	1.20	1.30	1.40	1.50	2.00	2.10	2.20	2.30	2.40	2.50	3.00	3.10

Appendix Five

Cot/Sleep Room Safety Checklist



National Regulations 81 Sleep & Rest.

NQS QA2. 2.1.1 Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Aim: To highlight best practice and ensure that best practice is current.

Room: Banguu Cot Rooms 1 & 2
Educators conducting safety check:

Date:

Yes	No	Areas to be checked
		Are doors in good working order and operational?
		Is the room well ventilated?
		Are light switches visible and easy to locate?
		Does the room have access to natural light?
		Are light fittings clean and free of dust?
		Is appropriate heating and/or cooling provided in the room?
		Do the cots meet the Australian Standards?
		Are the cots/beds in good repair – no visible damage, no paint peeling off?
		Are all beds adequately spaced allowing educators to move freely among cots?
		Can children in cots reach other objects (like curtains and cords)? All objects must be inaccessible to children.
		Are curtains in good repair and not frayed, worn or have strings/cotton coming off?
		Are all cords are out of reach of children?
		Are electric cords and power boards inaccessible to children at all times?
		Do all unused power sockets have safety plugs in them?

		Are electrical appliances unplugged when not in use and stored appropriately?
		Are drawers and cupboards closed immediately after use?
		Are there only cots in the room? (using the cot room for storage is NOT recommended)
		Are manual handling procedures displayed on how to properly carry children and place them into cots?
		Are cot sides lowered before picking up a child?
		Can cots be removed from rooms without obstruction if there is an emergency?
		Are children put to bed without chains, bottles, pillows, cot bumpers, quilts and toys?

Identified issues for your QIP.

What did we learn or discover that we are doing well?

What can we improve on and how can we get there?