

THE GOWRIE (QLD) INC

SLEEP AND REST TIME POLICY

CONSIDERATIONS:

QIAS	Principle 6.5
REGS	Child Care Regulation 2003 Division 6 Sec46, 47

POLICY STATEMENT:

Each child shall be provided with a bed and linen at rest time and staff will ensure that rest time is a positive experience for children which reflects individual, group and cultural needs

RELEVANT FORMS/MATERIAL:

- ***Sleep Record charts and communication forms***

SOURCES:

- Child Care Regulations 2003
- Childcare and Children's Health Vol 4 No 4 November 2001
Service for Community Child Health, Royal Children's Hospital, Melbourne

REVIEWED: February 2011

Date to be Reviewed: February 2012

IMPLEMENTATION:	
<p>RATIONALE</p>	<ul style="list-style-type: none"> • Positive experiences around sleep and rest are important for our overall well-being. • Young children are active explorers of their world with play and learning being exhausting processes. • Sleep and rest time, therefore needs to be an opportunity for children to recharge so they can begin new adventures. • Setting the scene for sleep and rest time is essential if staff are to achieve positive experiences for children, meet cultural expectations, provide high quality programs and reduce staff stress.
<p>STRATEGIES</p>	<p>Elements that need to be considered in ‘setting the scene’ for sleep or rest are:</p> <ul style="list-style-type: none"> • meeting individual and group needs for rest, comfort and self help • the use of space for the creation of atmosphere, and • cultural perspectives <p>Not all children need to sleep, they may just need a quiet time. While parents may request that their child does not sleep, they may be surprised to hear that their child sleeps at the Service because of the special environment that is created with a quiet time.</p> <p>Individual and Group Needs</p> <ul style="list-style-type: none"> • Staff members should create a pattern leading up to rest time. This should be established over time and set a supportive mood for sleep or resting. • Children’s preferences and styles for relaxation and sleep should be recognised. • Staff will respect and accommodate each style and preference as far as it is possible to manage.

	<p>Use of Space and Atmosphere</p> <p>Staff will view sleep and rest time as a positive part of the overall learning environment. They will:</p> <ul style="list-style-type: none"> • Plan for sleep and rest time and set it for success • Create a calm environment both physically and socially. • Focus on the senses to relax e.g. quiet music, relaxing sights, trees rustling, soft lighting. • Trust children to succeed and encourage where necessary <p>Staff should identify and accommodate those children who</p> <ul style="list-style-type: none"> • sleep easily and quickly in a quiet area • need time to unwind by reading, listening to a story or singing • prefer adults nearby • rest only • sleep for short periods <p>Children who do not rest will have quiet areas for play, separate from the sleep area.</p> <p>Those children who need sleep outside of the routine time allocated will have the opportunity to do so.</p> <p>Staff model and respect children’s quiet time.</p> <p>Staff see the rest or sleep time as one that is child-Serviced, positive and an important part of the overall learning environment.</p>
	<p>Cultural Perspectives</p> <p>On enrolment and through regular communication staff will gather information from parents about their child’s specific rest or sleep preferences</p> <p>Staff will work with families to ensure there is feedback about sleep and rest routines.</p>