



## Putnoe Woods Sleep and Rest Policy and Procedures

### Introduction

The Health and Safety of the children within our care is paramount at Putnoe Woods and, in an environment in which children may sleep and rest, it is essential that we have set policies and procedures in place to ensure the wellbeing and protection of them.

It is our duty as Early Years Educators to understand and implement the importance of allowing children to sleep and rest according to their individual routines and development and eliminate any risks of Sudden Infant Death Syndrome.

*'3.1 Children learn best when they are healthy, safe and secure, when their individual needs are met...'*

*Early Years Foundation Stage Framework 2014*

At Putnoe Woods we understand the importance in providing opportunities for all children to take sleep and rest breaks. We are fully aware that children's individual needs are different hence allowing flexibility and opportunity to take rests and naps as they need and desire.

Sleep and rest is vital for all children and plays an important part of a healthy lifestyle so children become achievers, impacting on their physical and mental development.

Sleep and rest plays a significant role in the development of the child's brain and by ensuring children get good sound sleep ensures good foundations for mind and body development.

Night time sleep recharges the brain and sleeping well increases brainpower, attention span and ensures that individual children are physically relaxed and mentally alert. Lack of good quality and sufficient night time sleep has potential to have negative impacts on these areas of development.

Healthy sleep ensures children are optimally alert, at their most receptive and interactive within the environment with the greatest attention span to learn the most



they possibly can, demonstrate a calm and attentive manner, are pleasant and socially interactive.

Daytime naps and rest breaks play an important part in the child's healthy sleep patterns and (like night time sleeps) help optimize alertness and impact on the individual child's learning and development, yet napping is quite different.

Naps and rest breaks at different times of the day have different functions and they need to occur with the individual child's natural rhythms. Being in sync with these individual rhythms is effective and with the individual child's best interests as they restore and are better quality naps as they rest and grow.

## **Putnoe Woods Sleep and Rest Procedures**

### **1 Roles and Responsibilities of the Early Years Educator**

- 1.1 All Early Years Educators are aware of Putnoe Woods Sleep and Rest Policy and Procedures and the need for children to sleep and rest
- 1.2 All Early Years Educators appreciate that children have individual needs and routine which vary as they grow and develop
- 1.3 Key persons will understand, recognise and acknowledge their knowledge of their key child's routines and will ensure, where possible, the wellbeing of the individual is being met
- 1.4 Children are encouraged to indicate and say when they are tired and need to rest and are also encouraged to take a rest or nap during certain times of the day
- 1.5 Early Years Educators are aware there is no designated sleep times, individual routines are adhered to
- 1.6 All Early Years Educators adhere to the safe sleeping position Section 8

### **2 Safeguarding and Well Being**

- 2.1 Under no circumstance will individual children be forced to sleep, wake or be kept awake against their will as this is deemed as detrimental to their well being
- 2.2 Children may be gently roused in a sensitive manner
- 2.3 Children are encouraged to lie down
- 2.4 Children will be monitored to ensure each child is well
- 2.5 Children will be monitored to ensure they are not too hot or cold



2.6 Children will be monitored to ensure sheets or blankets are not wrapped around them

2.7 Children will be checked by placing a hand on the chest or check to ensure they are breathing

2.8 If a medical condition exists that prevents a child from being placed on their back, the alternative resting practise must be directed in writing by the child's medical practitioner

### **3 Partnership with Parents**

3.1 Key persons are responsible to work in partnership with the child's parents to establish their individual routines including sleep and rest times during their settling in visit and record this information on their All about Me Form

3.2 The preferences and wishes of parents are always valued and respected and staff work closely with them

### **4 Health and Safety**

4.1 All Early years Educators will maintain a clean and hygienic sleep area, beds and bedding

4.2 All Early Years Educators will ensure individuals have their own bedding which will be laundered once a week unless soiled

### **5 Snowdrop Room**

5.1 There is a quiet area in the Snowdrop Room for children to sleep

5.2 Safety Checks will be made prior to children sleeping

5.3 All children have their own bedding which is stored in separate named compartments when not in use

5.4 An Early Years Educator in Snowdrop Room settles them to sleep and stays within the room

5.5 Their individual nap times are observed and recorded on the Sleep Chart, and they settle down whenever they need to ensure they have their own space

5.6 10 minute checks will be recorded and signed on the Sleep Chart

5.7 An Early Years Educator in Snowdrop Room settles them to sleep and stays within the room

5.8 Daily communication sheets are completed and sleep times are feedback to parents

5.9 Children will be given time to self-settle themselves to sleep



## **6 Bluebell and Buttercup Room**

- 6.1 Buttercup Room share the quiet area in Snowdrop Room for sleeping/resting in the afternoon (children tend to sleep in the afternoon)
- 6.2 There is a quiet area for individual sleeps during the day in Buttercup and Bluebell Room
- 6.3 A Nominated Early Years Educator will be responsible for sleeps in each room, to be decided on a daily basis
- 6.4 Safety checks will be made by the Early Years Educator in charge of sleeps prior to the children sleeping
- 6.5 All names of children sleeping/resting will be recorded and the date and time
- 6.6 10 minute checks will be recorded and signed on the Sleep Chart by the Early Years Educator in charge of sleeps
- 6.7 The sleep chart will remain within the room of the sleepers
- 6.8 Verbal feedback is given to parents regarding sleeps
- 6.9 If a child is not naturally starting to sleep in 15 minutes they will be allowed to continue resting or choose to play

*'Sleeping children must be frequently checked'*

*Early Years Foundation Stage Framework 2014*

## **7 Roles and Responsibilities of the Management Team**

- 7.1 The Management Team will ensure All Early Years Educators adhere to the Sleep and Rest Policy and Procedures
- 7.2 The Management Team will ensure that the safe sleeping guidelines are adhered to Section 8
- 7.3 If parents wish for a child to be placed in a position that contradicts the Sleep and Rest Policy and Procedures and safe sleeping guidelines, this **MUST** be put in writing and authorised and maintain on the individual child's file

## **8 Sudden Infant Death Syndrome (SIDS)**

Sudden infant death syndrome (SIDS) - also known as cot death - is the sudden, unexpected and unexplained death of an apparently well baby.



Most deaths happen during the first six months of a baby's life. Infants born prematurely or with a low birthweight are at greater risk, and SIDS is also more common in baby boys.

SIDS usually occur when a baby is asleep, but it can occasionally happen while they are awake.

### Safe Sleeping Guidelines

- 8.1 Early Years Educators will ensure children are placed on their back to sleep
- 8.2 Early Years Educators will ensure the child does not get too hot or cold
- 8.3 Early Years Educators will ensure the child's head remains uncovered, covers no higher than shoulder height
- 8.4 Early Years Educators will ensure the child is placed in the foot to feet position

Putnoe Woods ensures that ALL children receive the rest and sleep that they need during the nursery day and regard it to be a highly important part of their personal and developmental needs as research has shown:

- When children are deprived of sleep they may have difficulty remembering as memory consolidation takes place which affects the ability to learn and reduce concentration
- Immune systems become less effective
- Children may struggle to make and retain friendships
- The child's mood may be affected
- Day naps help children to sleep at night

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Review Date	Reviewer	Amendments
September 2015		

# Putnoe Woods Preschool



Wentworth Drive  
Bedford  
MK41 8QA  
01234 267832  
[www.putnoewoodspreschool.co.uk](http://www.putnoewoodspreschool.co.uk)

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