



Sleep and Rest Times

At Cheylesmore Pre-School we understand that sleep supports young children's development and ensuring a safe sleeping routine for all children is paramount. We aim to support children in getting enough sleep to support their development and reflect their natural sleeping rhythms in a safe environment. Our policy has been developed in line with advice provided by Lullaby Trust to minimise the risk of Sudden Infant Death (SUDI) and to reflect the requirements of the Early years foundation stage (EYFS) statutory framework.

Prior to every child being placed to sleep, a risk assessment will be conducted to ensure any hazards are removed from the sleep space and to ensure the environment is safe and secure.

As good practice new children during the first few weeks at pre-school, will be checked at more regular intervals, until we are familiar with the child and their sleeping routines. This is because the child is at more risk of SUDI during this 'out of routine' period and more regular checks will provide reassurance for the child, family, and the educator.

To promote safe sleep on every occasion educators will ensure:

- Nappies are changed, if required and heavier clothing removed.
- Hair accessories that may come lose or detach are removed before sleep/rest time.
- Children are settled by a member of staff and comforted to sleep. Children may be gently stroked or patted.
- Children will be given 30 minutes to settle with a member of staff, if after this time they are not asleep they have the option to return to their play or rest on their own.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable, they are not left to sleep in a buggy or bouncy chair.
- Sleeping children are regularly checked at least every ten minutes and are within sight and/or hearing of staff.
- Children are never left alone with a bottle/feeding cup to self-feed.
- When monitoring the baby/young child's welfare, we will look for the rise and fall of the chest and if the sleep position has changed.
- Where a child has a dummy, check it is not obstructing the young child's breathing, as good practice, we will remove the dummy once the child is asleep.
- Where a practitioner has any concerns regarding the safety of a child's sleep pattern or routine, they will ask questions and act.
- Where an emergency situation is identified, for example a child is choking or appears unresponsive, every practitioner is confident to act immediately, administer first-aid and to seek assistance to contact the emergency services where necessary.

Provide a safe sleeping environment by:

- A separate area is made quiet, perhaps with soft music playing and furniture moved to prevent children entering the sleep area.
- Children sleep on rest mats and have their own bedding, which is washed weekly, or as needed.

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- Children have a suitable place or basket to store clothes, shoes and a special toy, book or comforter for sleep. This is labelled with a photo so they can identify their basket (if used).
- Monitoring the room temperature to check if it is too hot or too cold?
- Using clean, light bedding/blankets and ensuring babies/young children are appropriately dressed for sleep to avoid overheating.
- Carry out daily checks on the condition of sleeping equipment and act if they are damaged or unsafe to use.
- Checking dummies or comforters are in good / safe condition. Young children can choke on damaged dummies and lose threads in blankets.
- Only sleep babies in prams/buggy, baby chairs, if this is agreed in advance, the buggy lies flat and parents' have given written consent.
- Keeping all spaces around beds clear from potential hazards for example, drawstring bags/nappy sacks/plastic bags.
- Transferring any young child who falls asleep at mealtime or during play to a safe sleeping environment.
- Having a no smoking policy to ensure young children are not subject to passive inhalation of smoke fumes. Ensuring procedures are in place to ensure staff uniforms or clothing do not smell of smoke. This may include staff changing out of their uniform/work clothes prior to a break if they are to smoke or be in a smoke-fume environment during their break.

Where an older child falls asleep during play for example, in the home corner/quiet place you will need to consider:

- Are they at risk of harm in the place they have fallen asleep – can you make the environment safe without moving the child?
- Is it safe for both the educator and the child to physically move the sleeping child considering their size, weight etc.
- Consider waking the child to support them to move to a safe sleep space e.g., onto a mattress.