



# Carlton VC Primary School

## EYFS Sleep and Rest Policy

**Approved by:** Mrs J Bevis **Date:** August 2023

**Written by:** Mrs C Williams

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At Carlton VC Primary School EYFS, we aim to ensure that children have enough rest/sleep, we promote best practice for all children and provide a safe environment. Our age range is from 2 to 5 years old: at this age children may still need regular naps during the day, some may simply need some rest time. We do not have a designated room available for naps but do have quiet, cosy spaces which children can use to rest if they are feeling tired.

### Procedure

Children's naps are recorded on class Dojo so that parent's and key workers are able to monitor their individual sleep patterns.

The child's Key Worker will work closely with parents/carers to provide the best care for the children. We will work closely with the parents/ carers to decide what the best decision on sleep is for their child.

Children may need sleep and rest periods in order to help development. As all children are individuals who develop at different rates, we must ensure we meet their needs throughout the day. As they grow, their routine will change as will their need for sleep during the day. All children will be given the opportunity to rest or sleep in a quiet area if they are tired. Staff will notice if a child is becoming tired and may need a nap. They may suggest to the child that they might be tired and might want to rest. They will help the child to regulate their emotions and prepare the child for sleep by; moving to a quieter area, reading a story and giving the child a cuddle (if the child wishes) staff may sit next to them in the cosy area. Some children may sleep some may simply need to sit quietly and have some rest time. The key worker should always consider the child's wishes and support them in making choices. Here they can cuddle up with a book, teddy or just relax.

Staff should ensure:

- ◆ the child is wearing a clean nappy
- ◆ outer clothing is removed if inside or wrapped up warm if outside
- ◆ the child has their comforter if needed
- ◆ the room is not too warm and the environment is peaceful and relaxing
- ◆ Other children do not deliberately disturb the child

A child's need for rest and sleep, and our policy and facilities for supporting sleep should be discussed with the parent/carer from the start along with the length of time a child is left to sleep. If a child falls asleep in the arms of a staff member, they should be placed in the cosy corner as soon as possible. If a child needs daily naps of significant amounts of time, parents may choose for their child to attend Nursery for mornings only so they can nap at home.

### Sleep Monitoring

The cosy areas are part of the classroom and so staff will always be in the room where a child is sleeping.

Checking a child whilst sleeping will involve:

- ◆ ensuring they are not too hot or cold
- ◆ placing a gentle hand on the child's chest to check they are breathing or putting the back of their hand near the child's mouth to feel for breath
- ◆ ensuring the child is not tangled in the sheet/blanket.

### Partnership with parents/carers

Detailed information sharing and smooth communication between the key person and the child's family is essential. Building a trusting relationship so close attachments can form will ensure parents/carers and practitioners openly discuss the child's sleep, any changes in routine and provide consistency of care. A child's sleep routine then remains individual and personalised.

Many parents/carers believe that children should not sleep near to being collected, especially in the evening for fear that the child's sleep pattern at night will be disrupted. This can be a conflicting issue between parents/carers and the child's key person with parents/carers often requesting their child is kept awake after a certain time period. While we take these concerns into account we will always put the needs of the child first and work with parents to find the best solution as a child cannot be woken up before they are ready.

Therefore, having an open, trusting relationship where discussions remain informal and valued and parents/carers feel secure that the child's key person has the child's best interests at heart, will assist with the individual development of the child. The child's sleep or rest routine will be discussed between key person and parent/carer during the child's home visit and continue through their time in Squirrels class, as the child's needs and routine changes.

Practitioner's at Carlton School EYFS are confident and knowledgeable regarding our safe sleep policy, which adopts the procedure that, 'Children are allowed to sleep to their own individual routine anytime during the day'. The child's key person will feedback appropriately to parents/carers the importance of rest and sleep periods when attending Squirrels class.

### Food for thought.....

The University of Sheffield and Ruhr University in Germany have completed research into how children develop and retain skills they have recently learnt.

A group of 216, 6-12 month-olds were shown how to remove and manipulate a mitten from a hand puppet and given the chance to perform the actions again after 4 hours had past and then again after 24 hours has past.

Children who had a nap for at least 30 minutes within in four hours of learning the skill were able to actively remember the actions. Those who didn't have that nap within the 4 hours after learning struggled to remember the skill they were shown earlier.

Dr Jane Herbert from the University of Sheffield, said, 'These findings are particularly interesting to both parents and practitioners because they suggest that the optimal time for infants to learn new information is just before they have a sleep. Until now people have presumed that the best time for infants to learn is when they are wide-awake, rather than when they are starting to feel tired, but our results show that activities occurring just before infants have a nap can be particularly valuable and well-remembered. This study however examined learning opportunities around naturally occurring naps and shows just how valuable activities like reading books with young children just before they go down to sleep can be'.