



Law & Regs

Law Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)

A service approval is granted subject to the condition that the education and care service is operated in a way that— (a) ensures the safety, health and wellbeing of the children being educated and cared for by the service

Regulation 81 Sleep and rest - The approved provider and nominated supervisor ... must take reasonable steps to ensure that the needs for sleep and rest of children ... are met, having regard to the ages, development stages and individual needs of the children. **Penalty: \$1000.** Note. A compliance direction may be issued (to Approved Provider) for failure to comply with subregulation (1)

Regulation 168(2)(a)(v) Education and care service must have policies and procedures in relation to sleep and rest for children. Note. A compliance direction may be issued (to Approved Provider) for failure to comply

Evidence to show compliance – We have established clear policies and procedures for sleep and rest, considering children's ages and individual needs. We train and educate staff on these policies and their responsibilities. Implement age-appropriate routines and provide individualised care based on each child's requirements. Supervise and monitor sleep and rest activities, ensuring a safe environment. Maintain accurate records of sleep durations and observations. Continuously review and improve policies based on feedback from staff, parents, and guardians to ensure ongoing compliance.

Why is the element important?

Element 2.1.1 and understood wellbeing and comfort:

- includes children's physical, mental and spiritual needs

- involves active and restful experiences that support each child's health, nutrition, sleep, rest and relaxation.

Consequences of Not Adhering to Element 2.1.1: Wellbeing and Comfort

Neglecting Element 2.1.1 of the National Quality Standard, which ensures the comprehensive wellbeing and comfort of each child, can lead to several negative outcomes.

Neglecting Physical Health. Without regular physical activity sessions, children may become sedentary, leading to issues such as obesity, poor physical development, and decreased overall health.

Ignoring Mental Health. Failing to create a calm and supportive environment can result in increased anxiety, stress, and behavioural issues among children. They may struggle to express their emotions and feel unsupported in dealing with mental health challenges.

Overlooking Spiritual Needs. Not acknowledging and respecting various cultural and spiritual backgrounds can make children feel isolated and misunderstood. This lack of inclusion can negatively impact their self-esteem and sense of identity.

Inadequate Rest Opportunities. Without designated quiet zones and opportunities for rest, children may become overtired and overstimulated, leading to decreased concentration, irritability, and an inability to participate effectively in activities.

Failing to Address Individual Needs. Ignoring individual health and medical plans can lead to serious health risks for children. For instance, not providing appropriate snacks for those with dietary restrictions or neglecting medical conditions can result in health complications.

Unsafe Sleep Practices. Not following safe sleep practices can increase the risk of Sudden Infant Death Syndrome (SIDS) and other sleep-related injuries. Unsafe bedding and sleeping positions can pose significant dangers to children.

Week 18, 10 to 14 June 2024 – 2.1.1 Wellbeing and comfort

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Lack of Sense of Belonging. Failing to create inclusive activities and interactions can make children feel excluded and undervalued. This lack of belonging can impact their social development and willingness to engage with peers and educators.

Insufficient Emotional Support. Without prompt and appropriate responses to children’s cues for comfort, children may feel insecure and unsupported. This can lead to long-term emotional distress and difficulty in forming trusting relationships.



You must practice

It's important to acknowledge and address these potential developmental and behavioural issues. Here is a step-by-step guide on how to do so:

Promoting Physical Health. Regular physical activity sessions are organised to keep children fit and healthy. Educators provide opportunities for outdoor play, sports, and active games, which help in the physical development and wellbeing of the children.

Supporting Mental Health. Educators create a calm and supportive environment where children feel safe to express their emotions. Activities such as mindfulness, meditation, and talking circles are integrated into the daily routine to support mental health.

Catering to Spiritual Needs. The service acknowledges and respects various cultural and spiritual backgrounds by incorporating activities and discussions that reflect the children’s diverse beliefs and practices. This helps children feel valued and understood.

Ensuring Adequate Rest. Quiet zones with comfortable seating are set up for children who need rest during the day. Educators provide opportunities for children to relax and recharge, ensuring they are not overstimulated and can participate fully in activities.

Addressing Individual Needs. Educators review children’s individual health and medical plans regularly and adapt routines to meet specific needs. For instance, children with dietary restrictions are given appropriate snacks, and those with medical conditions have their requirements met.

Creating a Safe Environment. Safe sleep practices are strictly followed according to recognised guidelines, such as those provided by Red Nose. This includes placing children on their backs to sleep and ensuring bedding is light and safe.

Fostering a Sense of Belonging. Activities and interactions are designed to make children feel included and valued. Educators use positive reinforcement and inclusive language, ensuring each child feels a part of the community.

Providing Emotional Support. Educators are trained to recognise and respond to children’s cues for comfort and assistance. They offer immediate support, such as a comforting word or a hug, when a child appears distressed, ensuring the child feels secure and supported.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.

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