# 2.1.1 Wellbeing and comfort

Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.

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.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give an example where you implemented quiet but meaningful activities/experiences for children who did not require sleep or rest.* | *Please discuss how all educators provide a range of opportunities to effectively address and respond to children’s daily needs for sleep, rest and relaxation, individually and in groups.* |
| Educators implement quiet but meaningful activities/experiences for children who do not require sleep or rest. For example, at our centre, children who do not need a nap engage in quiet activities like reading, drawing, or working on puzzles. These activities are designed to be calming and allow children to rest their minds while still being engaged in learning and creativity. This ensures that they are comfortable and their need for relaxation is met. | Educators provide a range of opportunities to effectively address and respond to children’s daily needs for sleep, rest, and relaxation, both individually and in groups. For example, our educators create quiet zones with comfortable seating and soft lighting for children who need rest or downtime. They offer a variety of activities like guided relaxation sessions, yoga, and mindfulness exercises to help children unwind. By regularly consulting with children about their preferences, we ensure that every child's needs are met. |
| *Please give an example showing children in your room/group feel a sense of comfort and belonging at the service.* | *Please explain how all educators consider and discuss their practice from a social justice/equity perspective to ensure the wellbeing and comfort of every child.* |
| Educators implement practices and engage in interactions that ensure all children feel a sense of comfort and belonging. For example, children in our service confidently try new activities and experiences, showing their trust in the environment. Educators are attuned to and respond to children’s non-verbal cues for comfort, such as offering a hug or kind word when needed. Activities reflect each child’s unique culture and family structure, and educators use many techniques to build trusting relationships. | Educators consider and discuss their practice from a social justice and equity perspective to ensure the wellbeing and comfort of every child. For example, educators tailor activities to reflect each child's circumstances and family situation, ensuring inclusivity. They ensure that no child misses out on opportunities due to special needs or family circumstances by planning activities around those needs. Additionally, our team regularly promotes diverse cultures, beliefs, and values, fostering an inclusive environment that respects and celebrates differences. |
| *Please discuss how you accommodate children’s individual needs and preferences in relation to health, nutrition, sleep, rest or relaxation routines and activities.* | *Please discuss how all educators engage meaningfully and regularly with families or professionals to meet children’s changing physical, mental and spiritual needs.* |
| Educators meet children’s individual needs and preferences in relation to health, nutrition, sleep, rest, and relaxation routines and activities. For example, our educators review information on enrolment forms and familiarise themselves with children’s medical management plans. We maintain ongoing conversations with families at drop-off and pick-up times and open communication channels such as Facebook groups. Educators listen to and respond to children’s feedback and preferences and refer to recognised guidance when required, such as Staying Healthy and Red Nose. | Educators engage meaningfully and regularly with families or professionals to meet children’s changing physical, mental, and spiritual needs. Examples include addressing Covid-related anxiety by maintaining open communication with parents and children, supporting those affected by trauma from bushfires or domestic violence, and adapting to age-related changes. We collaborate with ancillary healthcare professionals to monitor and respond to children’s evolving needs, ensuring a holistic approach to their wellbeing. |
| *Give an example where you discussed safe-sleeping practices with families, for example, they asked that their child sleep in a way that did not meet recognised safe-sleep guidelines.* | *Please give an example showing how you or your team adjust your practices or the room routine in response to everyday events that impact a child’s wellbeing or need for comfort.* |
| Educators discuss safe-sleeping practices with families to ensure children’s safety and comfort. For example, when a family requested their baby to sleep on their side, we explained the importance of placing babies on their backs to reduce the risk of SUDI. We demonstrated how to use light bedding and avoid items like quilts and pillows. By communicating the guidelines clearly and respectfully, we ensured the family understood and agreed to follow safe sleep practices, prioritising the child's wellbeing. | Educators adjust practices or room routines in response to everyday events that impact a child’s wellbeing or need for comfort. For example, if a child has had a poor night’s sleep, educators provide additional rest opportunities during the day. If a child has an injury, we modify activities to ensure their safety and comfort. When a child has exciting news or an object to share, we create a special time for them to present it, making them feel valued and included. Weather impacts, like extreme heat, lead us to adjust indoor activities to maintain comfort. |
| *Please give an example showing you consistently respond to children’s cues or communication for assistance with personal needs and comfort.* | *Please give an example that shows you meet each child’s wellbeing or comfort in ways that are consistent with current recognised guidelines or information.* |
| Educators consistently respond to children’s cues or communication for assistance with personal needs and comfort. For example, our educators respond promptly to babies’ babbling and children’s attempts to communicate verbally. They are attuned to cues such as ongoing scratching or children’s comments about being hungry or thirsty. When a child is distressed, educators offer hugs, soothing words, and discuss emotions to provide comfort. This responsive approach helps children feel understood and supported. | Educators meet each child’s wellbeing or comfort in ways that are consistent with current recognised guidelines or information. For instance, we follow illness and infection control practices from "Staying Healthy" and adhere to healthy eating guidelines like NSW's Munch and Move. Our physical activity programs align with the Australian 24 Hour Movement Guidelines for Children. We implement safe-sleep practices as recommended by Red Nose and follow Covid-safe measures based on state government guidelines. Additionally, we support mental health using resources from Be You and the Raising Children Network, ensuring a comprehensive approach to child wellbeing. |