

Ballina River Children's Centre

Nappy Change & Toileting Policy

Our Service(BRSCC) aims to meet the needs of children by providing a clean, safe and hygienic place for nappy change and toileting. We believe that nappy changing and toileting rituals are valuable opportunities to promote children's learning, meet individual needs and to develop strong relationships with children. Having their needs met in a caring and responsive way builds children's sense of trust and security—which relates strongly to the Early Years Learning Framework

National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
156	Relationships in groups
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment

106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision

PURPOSE

We aim to ensure best practice guidelines are adhered to for nappy changing and toileting. Ensuring the area is hygienic, reducing the spread of infectious disease.

SCOPE

This policy applies to children, families, teachers/educators, staff, management and visitors of the Service(BRSCC).

IMPLEMENTATION

Nappy Change and Toileting transpires at designated routine times and when meeting children’s individual needs. Teachers/Educators will collaborate with parents to develop stability with their child’s nappy change and toileting practices. Teachers/Educators must be responsive to special requirements related to culture, religion or privacy needs.

Toileting and nappy changing will be carried out at frequent intervals throughout the day. Having their needs met quickly and in a caring responsive way builds children’s sense of trust and security. Children also benefit from having the pleasant sensory experience of being free of a nappy and the comfort of having a fresh, dry nappy. It is also important to remember that the way that Early Childhood Educators react to soiled or wet nappies, toileting needs and accidents give children powerful messages about themselves and their bodies

Meeting children’s physical needs, nappy changing and toileting are an imperative time for Teachers/Educators to:

- Consume one to one interactions with children, and to give them your full attention;
- Build trusting and caring relationships with children;
- Interact with children using verbal and non-verbal communication, and respond to children’s communication;
- Participate in age appropriate activities with children, such as singing, saying rhymes and doing finger plays;
- Build children’s understanding of what is happening by inviting them to the bathroom, supporting their capability to predict what will happen next in the routine.
- Help children begin to develop and extend their self-help skills, which includes handwashing and dressing, and encouraging children to identify the feeling of accomplishment and gratification that come with this.

All Educators will carry out nappy changing, however at times if a student is required to carry out this as part of their practical requirements - they will be under constant the supervision of a qualified Educator. Should a parent be in the bathroom helping their child a staff member must accompany any other children needing to use the bathroom at the same time.

Appropriate hygiene practices must be maintained and procedures followed to minimise any risk of infection at all times. Educators will continuously promote healthy hygiene practices and hand washing procedures; encouraging the children to follow these practices.

The Approved Provider will:

- Provide adequate and appropriate hygienic facilities for nappy changing;
- Ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children which is compliant with National Regulations and Health and Safety Standards;
- Ensure that adult & children's hand washing facilities are located within the nappy change area;
- Consult the Building Code of Australia for requirements concerning nappy change benches. (Centre-based services.);
- Ensure that the nappy change facilities are designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children.
- Ensure nappy bins are located out of children's reach.

The Nominated Supervisor will:

- Implement policies, procedures and training with educators to ensure nappy change procedures that support children's safety, protection, relationships and learning.
- Develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location child cannot access.
- Ensure children's nappies are changed at scheduled intervals.
- Ensure Educators check nappies throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes which will be kept up to date.
- Ensure nappy change and hand washing procedures are displayed visually and in community languages as appropriate in the nappy change area.
- Ensure nappy bins are emptied once during the day and at the end of each day. This may need to be done more regularly if there are soiled nappies.

Educators will:

- Discuss children's individual needs professionally with families to ensure practices are reflective of their home environment and are culturally sensitive;
- Provide information to families regarding children's nappy change outlines;
- Utilise nappy change times to interact with children on an individual basis. The nappy change time will allow educators to converse, sing, play and generally interact with the child. This time allows educators and children to learn more about each other and understand each child's personality and personal strengths;
- Organise the nappy change area to promote positive interactions and promote positive learning experiences, e.g. place pictures or mobiles to stimulate children's interactions and to encourage learning.
- Ensure physical contact and direct supervision with children throughout the nappy change experience
- Ensure no child is left alone on a nappy change mat or bench
- Keep nappy change areas fully stocked with all required materials at all times.
- Nappy Change and Toileting supplies are readily accessible to staff to ensure efficiency and the health and safety of each child.
- Encourage mobile children to walk to the nappy change area.
- Assist the child to walk up the steps onto the nappy change bench to decrease monotonous movements by educators and to promote children's agency. Where a child is not walking, educators will follow manual handling practices to lift and carry the child to the nappy change mat.

Toileting & Training:

Toileting occurs at any time of the day and is specific to individual needs. Teachers/Educators will communicate with parents/guardians to develop consistency with their child's toileting habits. Teachers/Educators must be aware of and consider any special requirements related to culture, religion or privacy needs.

Decisions about when to begin toilet training will be made by families, or may occur through shared decision making between families and early childhood professionals. This decision is based on mutual respect and open communication, which is crucial for a good outcome. Families may have strong views and preferences about when and how their child learns to use the toilet, which may come from their cultural background or individual preferences which must be respected by Educators and Staff.

The priority of the individual child's wellbeing is paramount, and the decision to begin assisting the child to learn to use the toilet should be based on signs of readiness from the child and discussion with families.

Early signs of readiness, will often start to appear when children are around 18-24 months old and may include:

- Showing interest in the toilet, including having an interest in others using the toilet;
- Indicating a need to go to the toilet either before, or while they are doing it; and
- Staying dryer for longer.
- Talking to children about using the toilet, letting them pull their pants down and up again (the latter is more difficult) and letting them sit on the toilet

It is important to keep the process subdued and calling unnecessary attention and pressure on the child to prosper. Acknowledging children's successes, no matter how infrequent or small is vital for their self-esteem and confidence. Families and Educators can expect accidents, which should be treated respectfully and with a supportive manner.

Educators and families will collaborate and communicate how the toilet learning is going, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process. Children should be given the opportunity to complete the toileting procedure, such as toileting, washing hands, flushing the toilet, keeping the bathroom environment clean independently, while at the same time keeping in mind the importance of hygiene and providing assistance when needed.

During this milestone, children should be empowered and encouraged to be successful. Toilet training varies for individual children, as Educators we can take advantage of the child being in a group and the many opportunities that provides for learning from each other. Educators and Families need to remember that comparing children is inappropriate and unacceptable behaviour.

Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Staying Healthy in Child Care. 5th Edition
- The NSW Work Health and Safety Act 2011
www.workcover.nsw.gov.au/newlegislation2012/Pages/default.aspx
- Storage and Handling of Dangerous Goods: Guidance www.workcover.nsw.gov.au/formspublications/publications/Documents/storage-handlingdangerous-goods-1354.pdf
- Approved First Aid Qualifications www.acecqa.gov.au/qualifications/approvedfirst-aid-qualifications
- Health and Safety in Children's Centres: Model Policies and Practices (2nd ed.)
- www.community.nsw.gov.au/docswr/_assets/main/documents/childcare_model_policies.pdf
- Changing a nappy without spreading germs

https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55h_nappy_changing_poster_130701.pdf

- Raining Children Network
www.raisingchildren.net.au
- Revised National Quality Standards
- Childcare Centre Desktop Policies – www.childcarecentredesktop.com.au

Review

Policy Reviewed	Modifications	Next Review Date
December 2017	Changes to policy format and updated the references to comply with the revised National Quality Standard	December 2018