

# Nappy Changing & Toileting Policy

Our Centre 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

Nappy Change and Toileting transpires at designated routine times and when meeting children's individual needs. Educators will collaborate with parents to develop stability with their child's nappy change and toileting practices. 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, children who are in nappies will have each nappy change recorded in the Daily Individual Schedule. This is situated in the child's room for parents to check

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 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 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;
- 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 centres.);
- 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 change bins have a 'hands-free' lid.
- Ensure nappy bins are located out of children's reach, in a child proof cupboard where possible.

*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 children 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.

**Nappy Changing Procedure:**

- **Preparation**
  - Wash your hands
  - Place paper on the change table
  - Put disposable gloves
- **Changing**
  - Remove the child's nappy and put in hands-free lidded bin. Place any soiled clothes in plastic bag
  - Clean the child's bottom
  - Remove the paper and put in hands-free bin
  - Remove your gloves and put them in the bin
  - Place a clean nappy on the child
  - Dress the child
  - Take the child away from the change table



- Wash your hands and the child's hands
- **Cleaning**
  - Clean the change table with detergent and warm water after each nappy change
  - Wash your hands

### **Toilet Learning**

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

Health and hygiene is promoted at all times during the children's use of the bathroom. Educator will supervise the children's use of the bathroom and assist them as required.

At times it may be necessary for a student to assist children in the area of toileting as part of practical education requirements, and a trained educator must always be present to monitor this situation and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time.

Each child is encouraged to be independent in the bathroom depending on their age and developmental level. At all times educator will encourage each child's efforts and progress towards independence. To assist with this visual cues are placed above the toilets and hand washing area for the children to refer to. Educator will offer to assist the children and respect each child's privacy and need for independence. Families are encouraged to communicate with educator about their child's individual needs and requirements. These may include specific cultural or religious practices and individual needs regarding privacy.

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.



Families are encouraged to consider their child's needs when dressing their child and send them in clothing that is easy to remove and does not have complicated belts and buckles. For children who are in the process of toilet training this is particularly important and overalls should not be worn.

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.

### **Hygienic Toilet Procedure**

The centre will minimise the spread and risks of infectious diseases between the children, each other and educator, by ensuring toileting and toilet Learning is conducted in a healthy and hygienic manner.

The centre will follow hygienic toileting practices at all times using the following procedure

- Educators will at all times encourage the child to be independent in their toileting habits and provide assistance as and when needed.
- It is better for the child to use the toilet rather than a potty chair, which increases the risk of spreading disease. If the child must use a potty, empty the contents into the toilet and wash the chair with detergent and warm water. Do not wash the potty in a sink used for washing hands.
- The centre will ensure that toilets and hand washing facilities are easily accessible to children.
- Children will be encouraged to flush toilets and wash hands after use.

Disposable gloves should be used for any of these stages in the toileting procedure:

- Help child to remove clothing if needed.
- Help child onto toilet if needed.
- Help the children to wipe themselves, encouraging them to wipe front to back.
- Encourage the children to flush the toilet themselves.
- Encourage the child to wash and dry hands on single sheet of paper towel, and then to leave the bathroom.

If the child has soiled or wet their clothing:

- Remove any wet/soiled clothing and seal in a bag for washing. It must be double-bagged.
- Clean and dry the child.
- Remove your gloves and wash hands, do not touch the child's clean clothing.
- Put on new gloves and dress the child, wash and dry the child's hands. Have them leave the bathroom.
- Clean any spills following procedure for cleaning spills of body fluids.
- Remove and dispose of gloves, wash and dry your hands.
- Place soiled clothes **WITHOUT RINSING** into the doubled plastic bag and then into another plastic bag to give back to parents. Soiled clothing are stored securely and not placed in the child's bag in contact with personal items. Rinsing increases the risk of splashing, and cross contamination of hands, sinks and bathroom surfaces. Rinsing increases the risk that educator and the children would be exposed to germs that cause infection.

**The procedure for toileting will be displayed in the toileting area.**

**Source:** Education and Care Services National Regulations 2011, Early Years Learning Framework, National Quality Standard, Guidelines for Health Workers Endorsed 10 April 2003, National Health and Medical Research Council. (2005). Staying Healthy in Child Care (5th Edition), Occupational Health and Safety Act 2000, Occupational Health and Safety Regulations 2001, Approved First Aid Qualifications [www.acecqa.gov.au/qualifications/approvedfirst-aid-qualifications](http://www.acecqa.gov.au/qualifications/approvedfirst-aid-qualifications) Health and Safety in Children's Centres: Model Policies and Practices (2nd ed.), Changing a nappy without spreading germs, Australian Children's Education & Care Quality Authority. (2014), Raising Children Network, [www.raisingchildren.net.au](http://www.raisingchildren.net.au), ECA Code of Ethics.



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### National Quality Standard – NQS

#### Quality Area 1: Educational Program and Practice

**1.1.3** The program, including routines, is organised in ways that maximise opportunities for each child’s learning

#### Quality Area 2: Children’s Health and Safety

**2.1** Each child’s health is promoted.

**2.2** Healthy eating and physical activity are embedded in the program for children.

**2.3** Each child is protected.

#### Quality Area 5: Relationships with Children

**5.1** Respectful and equitable relationships are developed and maintained with each child

**5.1.1** Interactions with each child are warm, responsive and build trusting relationships.

**5.1.3** Each child is supported to feel secure, confident and included

#### Quality Area 6: Collaborative Partnerships with Families and Communities

**6.1** Respectful supportive relationships with families are developed and maintained

**6.1.1** There is an effective enrolment and orientation process for families.

**6.1.2** Families have opportunities to be involved in the service and contribute to service decisions

**6.1.3** Current information about the service is available to families.

**6.2** Families are supported in their parenting role and their values and beliefs about child rearing are respected

**6.2.1** The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing

### Education and Care Service National Regulations

**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

### Early Years Learning Framework

#### Learning Outcome 1 - : Children have a Strong Sense of Identity

**1.1** Children feel safe, secure, and supported

**1.2** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

**1.3** Children develop knowledgeable and confident self-identities

