

Our Centre aims to meet the needs of children by providing a clean, safe, and hygienic place for nappy changes and toileting. We believe that nappy-changing and toileting rituals provided in a caring and responsive manner are valuable opportunities to promote children's learning, meet individual needs, and to develop strong relationships with children.

Purpose

We aim to ensure best practice guidelines are adhered to for nappy changing and toileting, ensuring that children's bathrooms and nappy change areas are maintained in a hygienic state in order to eliminate or reduce the spread of infectious disease. Our Centre will also ensure that nappy change and toileting routines are used as an opportunity for one-on-one interactions between the educator and child.

Implementation

Nappy changes and toileting routines are incorporated into our routine, both at designated times and throughout the day to meet children's individual needs. Educators will communicate with parents to develop continuity between our Centre and home in regard to their child's nappy change and toileting practices. We will develop a toileting plan in consultation with parents to develop a consistent approach to toilet training. Educators must be responsive to special requirements related to culture, religion, or privacy.

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 Sheet** by educators. This will be made available for parents on the Xplor App. Educators will monitor the progress of a child's toilet training and provide information to parents of how many times the child actually sat on the toilet or managed to use the toilet in a day.

Having their needs met quickly and in a caring responsive way builds children's sense of trust and security. It is also important to remember that the way that early childhood educators react to soiled or wet nappies, toileting needs, and toileting accidents give children powerful messages about themselves and their bodies.

Nappy changing and toileting routines are an excellent opportunity for educators to:

- Conduct one-to-one interactions with babies, toddlers, and children, giving them undivided attention
- Build trusting and caring relationships with babies, toddlers, and children
- Interact with babies and toddlers using verbal and non-verbal communication and respond to children's communication
- Participate in age-appropriate activities with children, such as singing, saying rhymes
- Build children's understanding of what is happening by inviting them to the bathroom and supporting their ability 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 pride 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 constant supervision of a qualified educator. Where possible, the infant/child's primary educator will change nappies for consistency and building trust.

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 or be able to observe the bathroom through a viewing window.

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

The Nominated Supervisor 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 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 using the facilities
- Provide adequate supplies for nappy changing and toileting at all times
- Ensure that adult and children's hand washing facilities are located within the nappy change area
- Ensure handwashing posters are displayed in bathrooms and nappy change areas
- Consult the Building Code of Australia to ensure nappy change benches are compliant (Centre-based services)
- Ensure nappy bins have a 'hands-free' lid
- Ensure nappy bins are located out of children's reach
- Ensure nappy change procedures remain compliant and current
- Ensure documentation to record information about nappy changing and toileting is consistent and monitored
- Ensure nappy change table/mats are hygienically cleaned and kept in excellent condition at all times to reduce the spread of infection- no holes, cracks, creases
- Provide information to families at time of enrolment about:
 - Use of disposable nappies
 - Procedures if their child develops or presents with nappy rash
 - Administration of Medication authorisation for application of products to treat nappy rash including prescription treatments
 - Requests to provide adequate supplies of clothes for children who are toilet training
 - The importance of ongoing and open communication between educators and families about nappy changing and toilet training with their child
- Implement policies, procedures, and training with educators to ensure nappy change procedures 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 that children cannot access
- Ensure children's nappies are changed at scheduled regular intervals at a minimum
- 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.
- Ensure nappy change and hand washing procedures are displayed visually and in community languages as appropriate in children's bathrooms and the nappy change area
- Ensure nappy bins are emptied once during the day and at the end of each day, or more regularly as required
- Request families to provide additional change of clothes for children who are toilet training

Educators will:

- Discuss children's individual needs with families to ensure practices are reflective of their home environment and are culturally sensitive
- Provide information to families regarding children's nappy changes and toileting progress
- Utilise nappy change times to interact with children, toddlers, and babies on an individual basis. The nappy change time will allow educators to converse, sing, play, and generally interact with the child. This time is a particularly good time for supporting language skills.
- Organise the nappy change area to promote positive interactions and promote positive learning experiences. For example, place pictures or mobiles to stimulate children's interactions and to encourage learning and language development.
- Ensure physical contact and direct supervision with babies and toddlers 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
- Ensure that 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 mobile baby or toddler to walk up the steps onto the nappy change bench to minimise lifting 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 baby to the nappy change mat.
- Always follow Centre’s documentation requirements for nappy changing and toileting and communicating with families. (see Nappy changing procedure below)

Cloth Nappies

As stated in “Staying healthy in Childcare” 5th Edition. Parents and Education and care services may have different preferences for nappies: some may choose to use cloth nappies, and some may choose disposable nappies. **However, the use of disposable is strongly encouraged in Education and Care services.** This is because disposable nappies are less likely to spread germs/infection into the environment, as they are less prone to ‘leaking’ than cloth nappies and can be disposed of immediately.

To ensure that we keep the spread of germs and infections to a minimum, the committee of management have therefore decided to eliminate the use of cloth nappies/re-useable nappies for the safety of our educators, staff, children and families.

Nappy Changing Procedure:

- **Preparation**
 - Wash your hands
 - Place paper towel
 - Put disposable gloves
- **Changing**
 - Remove the child’s nappy and put in hands-free lidded bin. Place any soiled clothes in wet bags.
 - 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 hospital grade disinfectant spray 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 bring extra clothing during the Toilet Training (at least 5 pairs of training pants, pants, and Shoes). Parents 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.

Educators will:

- Request parents to supply a clean change of clothing for children who are toilet training
- Assist the child to use the toilet
- Assist the child to get dressed (and if required, change into dry clothes)
- Encourage children, especially girls, to wipe front to back to reduce introducing bowel bacteria to the urinary tract
- Encourage children to flush the toilet
- Encourage and assist children to wash and dry their hands thoroughly as per *Handwashing Policy*
- If the child has soiled or wet their clothes:
- Place soiled clothes the child's individual wet bag
- Wash their own hands after helping children use the toilet
- Wear disposable gloves, paper towel, disposable cloths, detergent and bleach if necessary when dealing with spills- such as urine, faeces or vomit



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 child's individual wet bags bag to give back to parents. 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: Australian Children's Education & Care Quality Authority. (2014). Australian Children's Education & Care Quality Authority. National Quality Standard Information Sheet. (2018) *Toileting and Nappy Changing Principles and Practices*. Early Childhood Australia Code of Ethics. (2016). [Education and Care Services National Regulations](#). (2011). [Family & Community Services](#). (2019). Babies and toddlers: Toilet training: <https://www.facs.nsw.gov.au/families/parenting/caring-for/toddlers> Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017). Guide to the National Quality Framework. (2017). (amended 2020). National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. Raising Children Network (2018) Nappy rash <https://raisingchildren.net.au/newborns/health-daily-care/poos-wees-nappies/nappy-rash> Revised National Quality Standard. (2018).

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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, practiced 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 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	

