

NAPPY CHANGE AND TOILETING POLICY



Our Service 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. We understand that some children have specific needs and our service will cater for these by providing a nappy change table area.

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 service aims to make the nappy change and toileting experience a relaxed, happy, and social routine that provides an opportunity for educators and children to further develop trusting, meaningful and positive relationships

SCOPE

This policy applies to children, families, staff, management, Approved Provider, Nominated Supervisor, and visitors of the Service.

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.
2.2	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.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the	The dignity and rights of every child are maintained

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

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
112	Nappy change facilities
115	Premises designed to facilitate supervision
155	Interactions with children
156	Relationships in groups
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Dealing with Infectious Diseases Policy Family Communication Policy Interactions with Children Policy	Hygiene Policy
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IMPLEMENTATION

Nappy changes/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 Service and home regarding their child's nappy change/toileting practices. We will develop a nappy change/toileting plan in consultation with

parents to develop a consistent approach to toilet training for those children that require support. Educators must be responsive to special requirements related to culture, religion, or privacy.

Toileting/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 Nappy Change Register (see attached) by educators. This is situated in the nappy change area for parents/guardians to sight if needed and will be done in order to the Procedure in NHMRC (National Health Medical Research Council).

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.firstaidforyou.com.au%2Ffirst-aid-news%2F2013%2Fnappy-change-procedure%2F&psig+AOvVawOh5gfFT30noWjpjRrOZmO&ust+1678421004635000&source+images&cd=vfe&ved+OCAMQjB1qFwoTCPDkyc7zf\)CFQAAAAAdAAAAABAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.firstaidforyou.com.au%2Ffirst-aid-news%2F2013%2Fnappy-change-procedure%2F&psig+AOvVawOh5gfFT30noWjpjRrOZmO&ust+1678421004635000&source+images&cd=vfe&ved+OCAMQjB1qFwoTCPDkyc7zf)CFQAAAAAdAAAAABAE)

Generally, for children with higher learning needs this (nappy changes) will be communicated to families at the end of the session. Educators will monitor the progress of a child's toilet training and provide information to parents.

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 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
- 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 child's primary educator will change nappies for consistency and building trust.

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 APPROVED PROVIDER WILL:

- provide adequate and appropriate hygienic facilities for nappy changing and toileting
- ensure nappy changing and toileting areas are safe and do not pose a risk to children (Reg. 106)
- 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 always facilitates supervision of children, 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 (Reg. 112)
- ensure handwashing posters are displayed in bathrooms and nappy change areas
- consult the Building Code of Australia to ensure nappy change benches are properly constructed and compliant (Centre-based services)
- ensure nappy bins have a 'hands-free' lid
- ensure nappy bins are located out of children's reach, preferably in a child-proof cupboard

- 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 which must have prescription from the pharmacists if it is an over the counter cream
- 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

THE NOMINATED SUPERVISOR WILL:

- 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 all children throughout the nappy change experience
- ensure no child is left alone on a nappy change mat or bench

- keep nappy change areas fully always stocked with all required materials (spray disinfectant, wipes, nappy table liner paper, bin ready with a garbage bag, spare nappies.
- 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 child to walk up to 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 Service's documentation requirements for nappy changing and toileting and communicating with families
- only apply nappy cream to a child if authorisation is provided in an Administration of Medication form

TOILET TRAINING

Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents/guardians to develop consistency between home and the service in regard to their child's toileting habits. Families prior to their children beginning their preschool journey will share with the educators the child's progress and needs and a plan will develop together.

Educators must be aware of and consider any special requirements related to culture, religion, or privacy needs.

For children with needs;

Early signs of readiness may start to appear when children are around two years old, but generally appear closer to the child's third birthday. However, generally boys will show signs of readiness later than girls. These signs 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 passing urine or faeces
- staying dryer for longer periods of time
- beginning to dislike wearing a nappy and perhaps trying to pull it off when it's wet or soiled
- indicating a desire to sit on the toilet

It is important to keep the process subdued and not place unnecessary attention and pressure on the child to perform. 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, without fuss, and in a supportive manner.

Educators and families will communicate with each other regarding how the toilet learning is progressing, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process. Children will be given the opportunity to complete the toileting procedure, such as toileting, flushing the toilet, and washing and drying their hands, but will always be supervised and assisted if required.

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 as there will always be individual differences and variables.

EDUCATORS WILL:

- request parents to supply a clean changes 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 in a plastic bag or alternative and keep these in a designated area for parents to take home- rinse any wet and/or soiled clothes
- wash their own hands after helping children use the toilet
- wear disposable gloves, paper towel, disposable cloths, detergent and-disinfectant, if necessary, when dealing with spills- such as urine, faeces or vomit

CONTINUOUS IMPROVEMENT

The Nappy Change and Toileting Policy will be reviewed on a three yearly basis in conjunction with children, families, educators, and staff or as legislation or needs require.

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). Amended (27/1/2022) 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 Feb 2023)

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-weesnappies/nappy-rash>

Revised National Quality Standard. (2018). The NSW Work Health and Safety Act 2011

REVIEW

POLICY REVIEWED BY	ALL- STAFF, FAMILIES	[POSITION]	COMMITTEE 2023
POLICY REVIEWED	JUNE 21 ST 23	NEXT REVIEW DATE	JUNE 2026
MODIFICATIONS	Updated policy as overdue. Used new template Added photos of poster procedure for Nappy Change Added photo of nappy change register		