

Policy Statement

Little Yarra Steiner Kindergarten aims to meet the needs of children by providing a clean, safe and hygienic place for toileting and nappy changes. Toileting and nappy changing rituals, provided in a caring and responsible manner create valuable opportunities to promote children's learning and to meet individual needs.

National Quality Standards (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.

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 service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

Policy Purpose

We aim to ensure best practice guidelines are adhered to for toileting and nappy changing. Children's bathrooms and change area are maintained in a hygienic state to eliminate or reduce the spread of infectious disease.

Scope

This policy applies to staff and families.

Implementation

Toileting is incorporated into the daily routine at designated times and throughout the day to meet the children's needs. Nappy changing times will be according to the individual needs of the children who wear them. Staff will collaborate with families to develop consistency with their child's toileting practices. Staff must be responsive to additional requirements related to culture, religion, or privacy needs.

Having their needs met quickly and in a caring responsive way builds children's sense of trust and security. It is important to remember that the way 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, toileting and nappy changing create opportunity for staff to:

- build trusting and caring relationships.
- 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.
- build children's understanding of what is happening by inviting them to use the bathroom and supporting their ability to predict what will happen next in the routine.

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

Service 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 appropriately stored.
- Ensure children's nappies are changed when needed.
- Provide adequate and appropriate hygienic facilities for nappy changing.
- Ensure that hand washing facilities are located within the nappy change area.
- 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 procedures remains compliant and up to date.

Early childhood Staff 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.
- Ensure direct supervision with children throughout the nappy change experience.
- Ensure no child is left alone on a nappy change mat or bench.
- Utilise nappy change times to interact with children on an individual basis. The nappy change time will allow educators to converse 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. visual aids of the process to support learning.
- Keep nappy change areas fully stocked with all required materials at all times (nappies, wipes and wet bags provided by families).
- Nappy change and toileting supplies are readily accessible to staff to ensure efficiency and the health and safety of each child.

Process Details

Stand up Nappy Changing

1. Place a disposable change mat (or paper towels) on the floor if you're changing a nappy with a significant bowel motion. Have all your materials easily accessible.
2. Staff to sit on a low stool for comfort and accessibility.
3. When removing the nappy think about the motion you will do this in so that you can contain most of the faecal matter and provide the initial wipe.
4. Promote a connection with the 'toilet' process: Arranging the change near the toilet allows the child to start building a connection between the expulsion of faeces/urine and the toilet. The toilet is no longer a foreign, distant idea but a relevant and realistic goal. This can be enhanced by:
 - a. Asking the child to sit on the toilet if they feel that there might be "more" urine/faeces. This is particularly relevant if the nappy change is being performed immediately after the wee/bowel motion as sometimes a vigilant adult might have noticed the expulsion in the middle of the process, meaning there is more to come if the child is given the opportunity to try.
 - b. Allowing the child to try wiping his/her own bottom.
 - c. Using toilet paper (instead of or as well as wipes) so that the child can place paper (not wipes) or, watch as the adult places paper in the toilet to flush it. This introduces one part of the toilet routine but also helps the child feel comfortable with the 'flush', which is important since children can sometimes be nervous/fearful about 'flushing'.
5. Ensure safety: Ask the child to hold onto a stable surface to maintain their balance. The easiest available surface is the sink as they are low, the child can hold the edge of the sink with one, or both hands, to maintain balance and to comfortably get into the poses that allow access.
6. Communicate: Tell the child what you are going to do before you do it and ask the child to help with the process (either by actively engaging or by adopting poses that allow easier access). Take advantage of the child's cognitive abilities by explaining what is happening and why.
7. Ensure hygiene: It is important to ensure all removal faecal matter. When the child is simply standing normally you may be unable to see hidden faecal matter, so it is important that you do make an

active effort to check. There are several strategies to help ensure that you can observe and access difficult areas:

- a. Ask the child to bend forward gently. This does not have to be an undignified “touch your toes” type of bend, just a gentle angle of bending forward so that the bottom cheeks are a little more open and visible.
 - b. Ask the child to ‘squat’. Placing their legs far apart and bending slightly opens all the areas that need to be accessed (including bottom, inner thighs and scrotal/vaginal area).
 - c. Ask the child to lift one leg at a time. By lifting one leg up you can easily see and access the inner thigh areas. You can help the child to understand these poses by demonstrating them yourself! This shows the child the physical positions that you need them to adopt, but it also helps the child to feel comfortable with doing so because they see you modelling it.
8. Involve the child: Just as children wipe their own bottom after using the toilet, it is appropriate for the child in nappies to do the same during a change. Provide the child with a wet wipe or toilet paper and offer instructions about how to reach back to ‘wipe’ (initially it is best to do this only after the adult has removed most of the matter).
 9. Pack up hygienically: Ensure that you follow the same types of steps that you would with a change table. Ensure that the child washes his/her hands thoroughly and that the adult does the same.