



Nappy Change & Toileting Policy

Our Service 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.

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	
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



wet nappies, toileting needs and 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 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 and saying rhymes.
- Build children's understanding of what is happening by inviting them to the bathroom and 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
- 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
- Provide adequate supplies for nappy changing and toileting at all times
- Ensure handwashing posters are displayed in bathrooms and nappy change areas
- Ensure nappy change bins have a 'hands-free' lid
- Ensure Nappy change procedure remains 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 or 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 authorization for application of products to treat nappy rash including prescription treatments or over the counter creams
 - 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 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 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 the nappy change area and children’s bathrooms.
- Ensure nappy bins are emptied once during the day and at the end of each day. This may need to be done 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 professionally with families to ensure practices are reflective of their home environment and are culturally sensitive
- Provide information to families regarding children’s nappy changes.
- 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, personal strengths, and supporting language skills.



- 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 and language development.
- 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.
- 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 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.
- Always follow Service's documentation requirements for nappy changing and toileting and communicating with families (see Nappy changing procedure below).
- Only apply nappy cream to a child if authorization is provided.

Toilet Training

Our Service accepts enrolments of children who have not yet been toilet trained. 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. 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 may start to appear when children are around 18-24 months old, but generally appear closer to the child's third birthday. 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 doing a poo.



- 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 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 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 hands 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 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

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.
- 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.



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).
- 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 Standard. (2020).
- National Health and Medical Research Council. (2012). Staying healthy: Preventing infectious diseases in early childhood education and care services.
- Raising Children Network (2018) Nappy rash <https://raisingchildren.net.au/newborns/health-daily-care/poos-wees-nappies/nappy-rash>
- Revised National Quality Standard. (2018).
- The NSW Work Health and Safety Act 2011

Review

Policy Reviewed	Modifications	Next Review Date
January 2017	Minor changes made	January 2018
October 2017	Updated the references to comply with the revised National Quality Standard	January 2018
January 2018	<ul style="list-style-type: none"> - Statements added to improve operational delivery and compliance - Added related policy section 	January 2019
January 2019	<ul style="list-style-type: none"> - Additional information added to points - Rearranged the order of points for better flow - Sources/references updated. 	January 2020
January 2020	<ul style="list-style-type: none"> - Additional information added to points - Sources/references corrected, updated 	January 2021
September 2021	<ul style="list-style-type: none"> - Additional related policies - Additional information added to Approved Provider section re: parent communication 	February 2022



	<ul style="list-style-type: none"> - Additional section for educators related to toilet training 	
February 2022	<ul style="list-style-type: none"> - Review of policy as part of annual cycle process - Minor edits in formatting - Sources checked for currency 	February 2023

Signature of Director: _____

Busy Kids Child Care