Birraleegal Goondi Preschool

Walgett Community College

Our school community is built on **safe, respectful, happy learners,** striving for our motto of **Courage and Excellence.**

Nappy changing and toilet training – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
NQS: 2.1, 5.1 **Regulations: 77, 106, 112**	Leading and operating department preschool guidelines	Staying Healthy: Preventing infectious diseases in early childhood education and care services, chapter 3.2: Hygienic nappy changing and toileting Changing a nappy without spreading germs [PDF 848 KB] ACECQA information sheet – Toileting and Nappy changing principles and practices [PDF 705 KB]

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Responsibilities

School principal	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.
Preschool supervisor	The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection which includes: • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool teacher(s) and educator(s)	Preschool teachers and educators are responsible for working with the preschool leadership team to ensure: • all staff in the preschool and daily practices comply with this procedure • this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers • they are actively involved in the review of this procedure, as required, or at least annually • details of this procedure's review are documented.

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Procedure

Collaborating with families	Opportunities for Communication • Regular Communication Channels: Families are encouraged to communicate their child's toileting needs through daily conversations with educators, email, or scheduled meetings. • Information Sharing: Educators will regularly update families on their child's toileting progress and any changes in routine or needs. Meetings to Discuss Toileting Needs • Initial Meeting: A meeting is arranged with families when a child first starts at the preschool to discuss toileting needs and preferences. • Ongoing Discussions: Follow-up meetings can be scheduled as needed to address any changes or concerns regarding the child's toileting Supplies Provided by Families • Essentials: Families are asked to supply nappies, and a spare set of clothing for their child. • Check-In: Educators will regularly check the supply levels and inform families when more supplies are needed. • Consistent Notification: Families will be informed promptly if their child's supply is insufficient to avoid any disruption in care. Addressing Rashes • Observation: If a child develops a rash, educators will inform the family immediately. • Consent for Cream Application: Parental consent is sought and documented before applying any cream. Cream supplied must be in it's original packaging with expiry date and have directions from register practitioner on how to apply. • Written consent is gathered from the parent to apply the cream. • Documentation: All consent forms and observations of rashes will be recorded and stored in the child's confidential file. Supporting Toilet Training at Home Supporting Toilet Training at Home • Guidance and Resources: The preschool provides families with guidance and resources on toilet training, including tips and strategies for consistency. • Individual Support: Educators can offer suggestions tailored to each child's needs and provide support to families as they implement toilet training at

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	home. Consistency with Home Practices • Routine Coordination: Educators will collaborate with families to ensure that the preschool toilet training routines align with those practiced at home. • Shared Strategies: Families and educators will discuss and agree on strategies to ensure a consistent approach to toilet training. Note: For children not yet toilet trained, the preschool will work with families to develop an individual learning goal related to toilet training, ensuring that the approach is tailored to the child's developmental stage and needs. Regular reviews and updates to the plan will be made in collaboration with the family.
Meeting the needs of children	**Staff Allocation** • The staff member who becomes aware that a child requires changing will be responsible for changing the child. This staff member will inform the other staff that they are doing so to ensure staff ratios are maintained. • Where the staff ratio cannot be maintained preschool staff are to contact the school admin team and request an additional staff member be provided. **Location** • Nappy changes are performed in a designated area where the changing process is visible to other staff members, ensuring continuous supervision and the child's dignity is respected. • The nappy change routine used in the preschool is developed from Staying Healthy: Preventing infectious diseases in early childhood education and care services. o **Preparation for <u>Standing Nappy</u> changes** o 1. Wash your hands o 2. Place floor liner (blue) on the floor o 3. Put disposable gloves on both hands o 4. Assist child to stand on the floor liner o **Changing** o 5. Remove the child's nappy and put any disposable nappy in nappy disposal bin. o 6. Place any soiled clothes in a plastic bag. o 7. Clean the child's nappy area o 8. Remove the floor liner and dispose of in hands free lidded bin.

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	○ 9. Remove your gloves and put them in hands free-lidded bin ○ 10. Apply a clean set of disposable gloves (optional) ○ 11. Place a clean nappy on the child ○ 12. Dress the child ○ 13. Wash your hands and the child's hands. ○ **Cleaning** ○ 14. After each nappy change, clean the area with disinfectant and paper towels ○ 15. Wash your hands. **Toilet Training Routines** Visual Cues • Use visual schedules or cues to remind children of toileting times or steps in the process. • Provide picture charts or signs that show the steps of toilet training. Tailored Support • Offer individualised support based on each child's needs, including one-on-one assistance or additional encouragement. • Adapt strategies based on the child's progress and specific requirements. Prompts and Reminders • Use gentle verbal prompts and reminders to encourage children to use the toilet. • Create routines that integrate regular toilet breaks, such as before or after meals and naps. **Consistency Among Educators** Training and Communication • All educators receive training on the preschool's nappy changing and toilet training procedures. • Regular team meetings or briefings ensure that all staff are aware of and follow the same approaches and routines. Observations and Feedback • Educators observe each other and provide feedback to ensure consistency. • Regular checks by supervisors or lead educators help maintain adherence to procedures. **Maintaining Dignity and Privacy** Private Changing Area • Nappy changes are conducted in a designated, semi-private area where the

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	child's privacy is respected. • Only the necessary staff members are present during the change. Respectful Interaction • Communicate with the child in a respectful and reassuring manner throughout the process. • Allow the child to express their feelings and provide comfort as needed. Creating a Positive and Calm Experience Calm Environment: • Ensure the changing area is calm and free from distractions or disruptions. • Use a soothing tone and maintain a positive demeanour to help the child feel comfortable Supportive Interaction • Offer praise and encouragement to the child during and after the nappy change or toileting. • Explain the process in simple terms to help the child understand and feel involved. Understanding Bodily Functions • Provide opportunities for children to learn about bodily functions in a developmentally appropriate way. • Use books, songs, or simple explanations to help children understand their bodies and the toilet training process. By following these procedures, the preschool aims to ensure that nappy changes and toilet training are conducted in a manner that supports each child's needs while maintaining a positive and respectful environment
Safety and hygiene	• Refer to chapter 3.2 of Staying Healthy: Preventing infectious diseases in early childhood education and care services Hygiene and Infection Control • Hand Hygiene ○ Before and After Changing: Educators and children (where appropriate) wash their hands with soap and water before and after nappy changes. - ○ Use of Hand Sanitizer: Alcohol-based hand sanitizers are used when soap and water are not available, particularly for educators. • Cleaning and Disinfection ○ Changing Area: The changing area is cleaned and disinfected after each use. All surfaces, including the changing table and any equipment, are wiped down with disinfectant. • Personal Protective Equipment (PPE) ○ Gloves: Disposable gloves are worn during nappy changes to prevent

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	direct contact with bodily fluids. ○ **Nappy Changing Area and Safety** Description of the Nappy Changing Area • Location and Setup: Children ca be changed in the staff toilet or the student cubicles as needed. These spaces are clean, and well-ventilated part of the preschool. Both locatioins provide the space and resources to undertake changes as required. • Accessibility: The area is equipped with a clear, easy-to-clean surface and access to handwashing facilities. It is separated from play areas to maintain hygiene. **Sety Measures** Supervision • Children are never left unsupervised in or near the changing area. A staff member is always present during nappy changes. • Access Control, other children should not be present during changes, however having another staff member nearby for support and child protection is necessary. **Nappy Disposal** Disposal Process • Soiled Nappies: Soiled nappies are placed in a designated bin with a tight-fitting lid. Used wipes are also disposed of in this bin. The nappy change bin is collected by a contracted service. • Hygiene: The bin is kept closed to contain odours and reduce the risk of contamination.

Meeting the needs of the staff	**Who will change the child** • The educator who identifies the need for the child to be changed, is the educator changing the child. In some circumstances a child may be more comfortable with a specific educator changing them, in these cases, that educator will be designated to change that child. **Display of Nappy Change Instructions** • Visibility: Nappy change instructions or practices are clearly displayed above or near the changing table. These instructions include step-by-step guidance on hygiene practices, safety procedures, and proper disposal methods. • Compliance: The displayed instructions ensure that all educators follow a consistent approach and adhere to hygiene and safety standards as outlined in Staying Healthy. **Storage of Nappy Change Supplies** Location and Accessibility

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	• Within Reach: All necessary supplies, including wipes, nappies, gloves, and plastic bags, are stored within easy reach of the change areas (student bathrooms and staff toilet). This allows educators to access everything they need without leaving the child unattended Safety and Hygiene • Closed Storage: Supplies are kept in closed, clean storage units to maintain hygiene and prevent contamination. • Restocking: The storage area is regularly restocked by staff to ensure that all supplies are available when needed.

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Record of procedure's review

Date of review	15/06/2025
Who was involved	Alison Finlayson
Key changes made and reason why	Nil changes - updated template available from Early Learning
Record of communication of significant changes to relevant stakeholders	Principal: Alison Finlayson Staff: Updated for standing nappy changes Parents: Information provided for parents at enrolment if applicable. Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

Date of review	June 2024 - established
Who was involved	Alison Finlayson
Key changes made and reason why	Nil changes - updated template available from Early Learning
Record of communication of significant changes to relevant stakeholders	Principal: Alison Finlayson Staff: New templates from Early Learning to be implemented during review cycle and minuted in staff meeting 8/02/24. Parents: Nil changes required for this procedure. Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

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Copy and paste the section below to the bottom of the table each time a new review is completed.

Date of review	
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